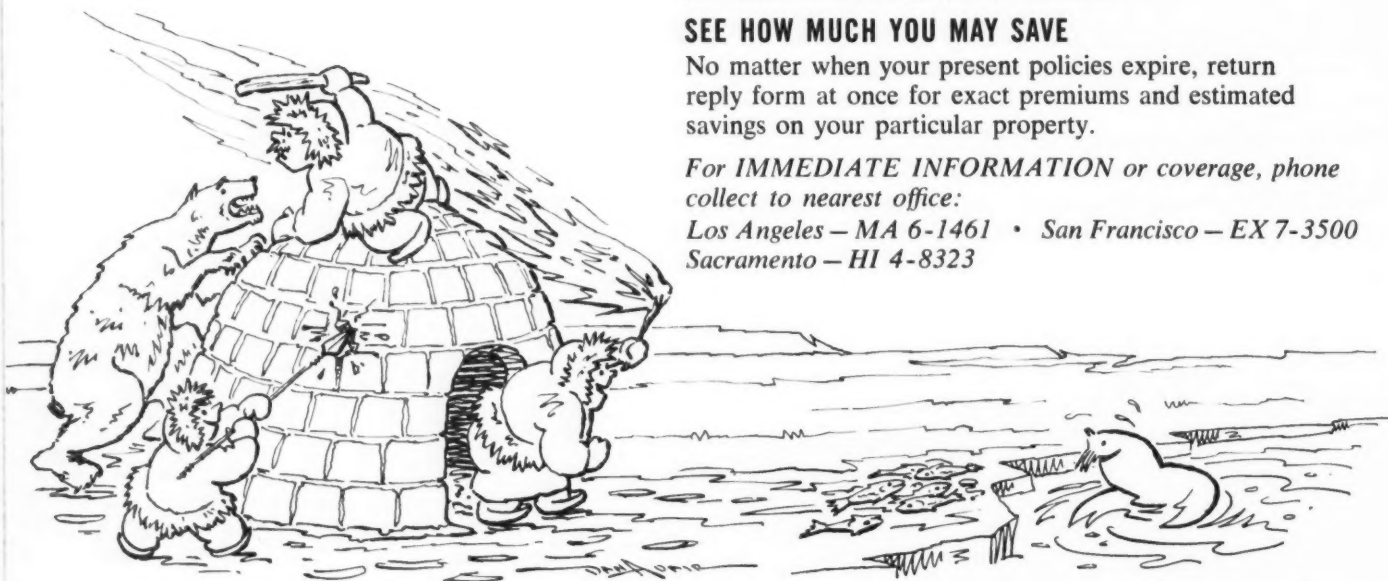




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H-12/60

1705 Murchison Drive
Burlingame, California



Official Publication of the
California Teachers Association

COVER: A guidance counselor gives special help to a student in the photograph on the cover of this issue. The Carl Purcell (NEA) print illustrates the central theme of this issue in which eight pages are devoted to the role of the pupil personnel worker in the schools. Counseling and guidance, now regarded as an essential function of most high schools, is the fourth theme-subject reported "in depth" by the *Journal's* current series on "What's new in education?"

AN INDEX of *Journal* contents for the year 1960 will be found on pages 32-35. Average pressrun for the last nine issues was 117,000 copies a month; total printing for the year was 1,052,500; total number pages: 436.

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SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Postmaster: Form 3579 requested for transmittal to Burlingame. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

AVERAGE SALARY EXCEEDS \$6500

AVERAGE SALARIES for California teachers again edged upward this year, but the over-all average increase was less than that for 1959-60. In fact, the trend in the last two years has been a gradual slowing down. Although the approximate average of \$6513 represents one of the highest average teacher salaries in the United States, the increased amount that California teachers receive is only slightly more than the rise in the cost of living.

Junior college instructors received the greatest gain of \$394, which places their average salary at \$7972. High School teachers were granted an increase of \$232; their average salary reached an all-time high of \$6940. Elementary teachers' pay went up \$178 to an average of \$6185. The over-all average rose \$186, which places the average salary above the \$6500 mark.

The summary table indicates changes in the mean salary of teachers for the last five years. The data for all years except the last two were computed from *Salaries of Certificated Employees*, issued by the State Department of Education's Bureau of Education Research in March of each year. Mean salaries were determined by multiplying the average salary (reported in each district) by the num-

ber of teachers in that district. The grand total in turn was divided by the total number of teachers in the school districts.

These figures are preliminary estimates, based on the annual questionnaire which the CTA Research Department circulates in September. The survey is an effort to obtain a glimpse of the 1960-61 salary picture prior to the complete report produced by the Bureau of Education Research.

In spite of the fact that these figures are estimates, there is every reason to believe that the results are accurate. If errors are to occur, it may be that the estimates are too conservative, since data from two major districts were received too late to be included in this

preliminary report. The survey represents approximately 90,000 teachers in nearly 900 California school districts. Virtually every major district in the state has made a report, and the final results, which are to be published in a forthcoming Research Bulletin, will include over 90 per cent of the teachers in California.

The completeness of the study was made possible by the cooperation of the professional administrative organizations, CASA, CASSA, and CESAA. Dr. James Corson, executive secretary, and Dr. T. Stanley Warburton, president of CASA, deserve special commendation for contacting superintendents. CTA Section Secretaries and their staffs provided essential follow-up by personal visits and telephone calls.

—JOHN H. BRIGHT
CTA Assistant Research Executive



SIX SALARY CONSULTANTS from California Teachers Association attended the third national salary school sponsored by the office of Professional Development and Welfare of the NEA in Washington, D.C., October 31 to November 2. Educators representing 50 states attended the three-day session to learn how to set up salary schedules for teachers. Shown, standing, left to right, are: George H. Woodworth, Lincoln Unified Teachers Association, Stockton; Joseph T. Hanson, director of research, CTA Southern Section; Fred W. Flessing, San Juan Unified District Teachers Association, Sacramento; Robert R. Asnard, CTA Central Section salary chairman, Chowchilla; Jean L. Taylor, CTA Southern Section salary chairman, Compton. Seated, left is John H. Bright, author of the article above, with Erwin Coons, NEA salary consultant.

FIVE YEARS OF SALARY INCREASES FOR CALIFORNIA TEACHERS				
LEVEL	YEAR	AVERAGE SALARY	INCREASE	PER CENT INCREASE
Elementary	1960-61	\$6185*	\$178*	2.96*
	1959-60	6007	295	5.16
	1958-59	5712	234	4.27
	1957-58	5478	423	8.36
	1956-57	5055	-----	-----
High School	1960-61	\$6940*	\$232*	3.46*
	1959-60	6708	177	2.71
	1958-59	6531	397	6.47
	1957-58	6134	416	7.27
	1956-57	5718	-----	-----
Junior College	1960-61	\$7972*	\$394	5.20*
	1959-60	7578	406	5.66
	1958-59	7172	232	3.34
	1957-58	6940	477	7.38
	1956-57	6463	-----	-----
Total	1960-61	\$6513*	\$186*	2.94*
	1959-60	6327	277	4.57
	1958-59	6050	289	5.01
	1957-58	5761	425	7.97
	1956-57	5336	-----	-----

*Estimates by CTA Research Department

NEWS in education

ENROLLED AS A STUDENT at Norte del Rio high school, North Sacramento, Reporter John Cook of the Sacramento Union spent two weeks, six hours a day, in a regular course of study. The resulting series of feature stories, published October 4 to 16, was "extremely well received," according to Principal James R. Erickson. Cook, taxpayer and father, described his reactions to the role of returning student, praised teachers and their methods in the six classes he attended daily, gave strong endorsement to "tough" academic and vocational courses. In humorous anecdotal style Cook recalled his original high school days and made it clear he preferred the modern school plant, the attitudes of students and teachers, and the improved administrative practice of his "second" high school experience.

PLACEMENT Department hours at CTA headquarters in Burlingame are normally 9 a.m. to 5 p.m. daily, except Saturday and Sunday, according to Dr. Frank W. Parr, Special Services Executive. Placement counseling will be available on Saturdays only by appointment, between 9 a.m. and 1 p.m. The placement office will be closed for the Christmas holiday from 2 p.m. Thursday, December 22, until 9 a.m. Tuesday, December 27. In addition to Dr. Parr, who handles administrative positions, placement counselors on duty include Barbara Hansen, Martha Reynolds, and Paralee Ward.



MARINE AIR RESERVE at NAS, Los Alamitos, Orange county, lists 62 teachers on its muster rolls, nearly ten per cent of its total seven-unit strength. This number, exceeding any other field or occupation, is the backbone of both the officers and enlisted ranks. These "Weekend Warriors" usually fall into two categories: the veterans of World War II and/or Korea who are working toward promotion and retirement and the six months reservists who have undergone active duty and are fulfilling their six years obligated service. Chores during the one weekend a month and 15-day annual summer training maneuvers involve many military occupations. Teachers are filling billets, including the two administrators shown above, Lt. Col. J. J. Mulligan, left, Long Beach State College, and Hank Ennen, Los Angeles State.

CTA Journal, December 1960



RE-DEDICATION of Columbia Grammar School at Columbia Historic State Park was accomplished with pomp, parade, and appropriate ceremony November 5 when more than 1200 people turned out for the event in spite of inclement weather. Shown at left above is Alfred F. Breslauer, grand master of the Grand Lodge, Free and Accepted Masons of California, who officiated at the laying of the cornerstone, and Buck R. Nelson, project supervisor of the four-year restoration job, who holds an ancient mason's level. Conspicuously in the background was an unshaven six-gunned Western character named Bill Barton, who turned out to be the CTA staff man who had arranged the program—and who had shepherded the restoration project through five years of CTA sponsorship.

NINETY-SIX class groups (3017 pupils and teachers) visited San Mateo County Historical Museum during the 1959-60 school year, according to Dr. Frank Stanger, director of the museum and retired instructor in history at College of San Mateo. A past-president of the Conference of California Historical Societies, Dr. Stanger pointed out that almost every county has a local society which works closely with the schools. Files, publications, and artifacts preserved by these groups (sometimes housed in community-supported museums) have proven valuable to teachers and curriculum directors throughout the state. Teachers are specially invited to attend a symposium to be held at San Bernardino February 10-11 and at Columbia June 22-24. J. Burr Belden of the San Bernardino Sun is currently president of the Conference of California Historical Societies.

DR. ROBERT J. WERT, vice provost of Stanford University, was named president of the new Co-ordinating Council for Higher Education at an organization meeting held at Burlingame November 7. Dr. Arthur G. Coons, president of Occidental College, who had served as temporary chairman through the writing of the Master Plan for Higher Education in California, declined to accept the permanent position. Keith Sexton, legislative staff man, was employed as administrative assistant. The Council is now reviewing applications for the \$30,000-a-year position of director.



New CTA-SS Branch Office

DEDICATION ceremonies were held October 29 for the newly-constructed CTA-SS branch office building in Ventura (shown above) when several hundred CTA members from Ventura and Santa Barbara counties attended the program arranged by John C. Duerr. Construction cost was \$80,000, plus \$36,000 for the site; it was expected rentals to outside agencies will cover financing. Extended field service will be available in Santa Barbara, Santa Maria, and Lompoc. CTA Southern Section also has branch offices in San Bernardino and San Diego.

CALIFORNIA PERSONNEL AND GUIDANCE ASSOCIATION, with ten closely affiliated sectional and district associations of workers in pupil personnel programs, will have its first state-wide conference February 22-24 at the Lafayette hotel in Long Beach.

Dr. Eli Ginsberg of New York City, director of the conservation and human resources division of Columbia University, will deliver the keynote address. He is an authority on vocational choice and the utilization of manpower. Other leaders in counseling and guidance will discuss the changing role of workers in this field.

President Lawrence H. Stewart, U.C., Berkeley, explained that counselors in the past normally attended the three regional guidance conferences sponsored by the California Council of Pupil Personnel Associations. "A year ago the ten constituent members of CPGA groups proposed to the California Council that they organize themselves for a state conference in 1961 and every other year thereafter. Guidance groups will meet on alternate years to avoid duplication. The recommendation was approved."

Harold J. Reed, Los Angeles county schools, is conference coordinator and Robert B. France, Richmond, is program chairman. There are 1500 members in the ten participating organizations.

Facts from Research Prove Valuable

A MAJOR FUNCTION of the CTA Research department is the publication of facts—and of facts about facts. Dr. Garford G. Gordon, Research Executive, points out that the Bulletins, Resumes, Supplementary Reports, and *California Journal of Educational Research* serve varying purposes.

Some Research department publications are simply collections of facts. A good example is Research Bulletin Number 136 which will be published this month. It consists of facts about the salary schedules of most of the school districts in California. It tells the schedule minimums and maximums, the average salaries paid, and the actual highest and lowest salaries received by teachers. It does not explain these facts nor does it summarize them. It simply lists them for the benefit of any salary committee, school administrator, or lay citizen who needs to know about the subject named in its title, "Salaries and Salary Schedules Reported for 1960-1961."

But some Research department publications sum up the facts and explain what they may mean. Examples are Research Bulletins Numbers 135 and 137. Number 135 is concerned with the rules and regulations governing salary policies in school districts. It sums them up and points out trends. Number 137 does

the same for personnel policies in general. Number 135 was published in November and is titled, "Policies and Practices Related to Salaries." Number 137 will appear just before Christmas vacation and is called, "Personnel Policies and Practices."

The Research department collects facts about school districts and their relations with their teaching staffs. Hence, many publications deal with salaries and personnel matters. Two recent Bulletins, Numbers 131 and 133, describe staffing patterns of secondary and elementary schools in California, respectively. Both were issued last summer.

In addition to Research Bulletins, which go to all district administrations and to all chartered chapters of the California Teachers Association, the department also publishes a series of Research Resumes. These report research of more limited interest. They are, however, available to anybody who asks for a copy and pays the price (\$1). Some recent ones are:

Teachers' Reactions to 1958-59 ETRA-KQED Instructional Television Project (Number 11, November, 1959).

Legal Aspects of Corporal Punishment in American Schools (Number 12, January, 1960).

Educational Research Projects Reported

by California County and District School Offices (Number 14, March, 1960).

Teacher Load in California Public Junior Colleges (Number 15, September, 1960).

The department also publishes the new Supplementary Research Reports. These report data of temporary interest to special groups in the teaching profession. One which will be issued regularly deals with financial data for large city school districts in California. Others published during the last year have concerned state college salaries, a summary of reports of Consulting Groups, and average salaries for certain administrative positions.

In addition to these specialized publications, the Research department regularly publishes a magazine, the *California Journal of Educational Research*, issued five times yearly. Although it reports more California research than from other areas, it is not restricted to the State. Manuscripts are contributed from all over the United States and subscriptions come from every state and from a number of foreign countries. Subscription is available to CTA chartered chapters at a special group rate for five or more sent to one chapter. It is also available to individuals, libraries, school districts, and colleges for the regular rate of six dollars per year. ★★



ARTHUR F. COREY
CTA Executive Secretary

The Growing Importance Of Counseling

THE FINAL report of the Citizens Advisory Commission has been published and submitted to the Joint Interim Committee on Education of the California Legislature. Although some of the Commission's recommendations are highly controversial and seem to be in direct opposition to generally accepted professional opinion, this should not blind us to the fact that much of the Report is constructive and should be very helpful.

On the subject of counseling, the Commission speaks as follows:

Teachers are in a strong position to provide academic and general counseling by reason of their close association with the student. Special counselors who perform services beyond those rendered by the classroom teacher should be carefully selected and prepared for their responsibilities, and should be people of mature wisdom and experience. The Commission recommends that local school districts assure that teachers share in counseling responsibility, and that particular attention be paid to the maturity and wisdom of people hired by them as professional counselors.

The Commission wisely recognizes that special counselors are necessary and should be professionals of ability who are well prepared for this important work. It also recognizes the important part to be played in the total counseling program by the classroom teachers.

The inclusion of this recommendation in the Re-

port certainly implies that counseling programs in the public schools are not, in the opinion of the Commission, as good as they should be. With this conclusion many teachers and counselors would agree. Most teachers find themselves in situations where work loads preclude adequate attention to individual student counseling and many would admit that they are not adequately prepared to handle all the problems which need attention. Most counselors would be the first to agree that they are regularly faced by pupils with academic and personal problems which constantly demand wiser judgment and more extensive knowledge than they, the counselors, possess.

It is not enough to point out that student counseling, both by teachers and specialists, is far more effective and democratic than it used to be. It is still not nearly good enough. There is every indication that the profession is undertaking, through study and experience, to assume its share of the responsibility for providing adequate counseling services. The profession cannot accomplish this task alone. Good counseling programs are expensive and even the best prepared and most adequate personnel cannot achieve success in this field unless given conditions under which success can be expected.

It is hoped that the voice of the Commission may assist in securing public recognition of the importance of the counseling aspect of the school program.

A.F.C.

Shall We Have A **SINGLE CODE** —or Many?

Consulting Groups throughout California will have an opportunity to discuss application of a national Code of Ethics for teachers. Here are some pertinent questions which may be used by more than 400 groups during January and February.

CONSULTING GROUPS are voluntary circles (of 10 to 15 individuals each) which meet informally several times to discuss, under guidance of prepared leaders, a particular professional issue—or several issues—closely related to professional problems. A local CTA chartered chapter may have several consulting groups on the given topic. Each group turns in a consensus of its discussions to the CTA Panel on Evaluation of Program and Services, which studies summaries for recommendation to the CTA board of directors on new or improved program for CTA members. In 1959 the topic was Teacher Education; early this year it was Public Relations; the suggested topic for 1961—as outlined on these pages—is Personnel Standards.

IS A SINGLE, national code of ethics for the total profession desirable?

What values do you foresee from adoption of a single, national code for the teaching profession?

These two questions—as well as others indicated below—will be considered in January and February by over 400 discussion groups as they participate in the third of a series of CTA Consulting Group Programs designed to give direction to the profession.

With numerous codes of ethics for groups within the teaching profession being proposed, it seems appropriate to consider now whether the development of many codes is desirable—or whether the field should be reversed and a single code devised to which all could subscribe.

Teacher codes in the United States have been developed by individual teacher training institutions and by professional associations. The first state code, that of Georgia, dates from 1896. The National Education Association published its first national code in 1924, with revisions following in 1941 and 1952. The 1952 revision is the current national code, subscribed to by 24 states. Thirty-six states have developed their own codes, independent of that of the National Education Association.

The *Code of Ethics for California Teachers* was developed in 1948 when the then State Ethics Commission asked teachers throughout the state to contribute suggestions and recommendations for inclusion in a code. These suggestions were compiled into a single document by the Commission and returned to local associations for further study and recommendations. Upon completion of this procedure, the code was presented to the State Council of Education and was approved by that body on April 9, 1949. The *CTA Code of Ethics for California Teachers* has never been revised.

Subsequently, *Administrator Ethics in Personnel Matters* was developed by a joint committee of representatives from the California Association of School Administrators, the California Association of Secondary School Administrators, the California Elementary School Administrators Association and the CTA Personnel Standards Commission. This is not a separate code of ethics but merely an amplification of several applications of the *Code of Ethics for California Teachers* to indicate more clearly the peculiar administrative obligations in this field. This document was adopted by the Council on April 14, 1956. Recently this publication was revised, with the Council approving the revisions on April 9, 1960.

The term "teacher" in the *Code of Ethics for California Teachers* is used in the broadest sense to include all teachers whether they are assigned classroom or administrative responsibilities.

Are the provisions of the statement on Administrator Ethics in Personnel Matters suitable for adoption by all teachers and administrator groups nationally?

If a single code is desirable, to what extent would the present NEA or CTA code be satisfactory?

If a discussion group determines that a single code is desirable, then a careful analysis should be made of the CTA and the NEA codes to decide if one or the other should be proposed as the single code, or if they should be revised or combined to create a new code.

What additions, changes or deletions would you recommend in the CTA code?

If a single code is not desired at this time, discussion groups may review our present CTA code to determine if it is in need of revision and if so, to offer suggestions accordingly.

It is generally conceded that a code of ethics must be enforced to be effective. Teachers of California, recognizing this, established a three-level program for enforcement: the Chapter Professional Relations Committee, the Section Ethics Commission and the CTA Personnel Standards Commission.

The Chapter Professional Relations Committee is normally elected by local membership, giving representation to all levels of education within the district. One of the major functions of this Committee is to hear, study and help resolve professional problems as they occur locally.

Members do this quietly and confidentially, demonstrating that the profession should be capable of resolving its own problems without recourse to the community. This committee may also initiate studies when it considers a situation so serious that to allow it to continue may become damaging to the profession. If the Chapter Professional Relations Committee considers a problem of such magnitude as to warrant consideration at a higher level, it can refer the matter to the Section Ethics Commission.

Section commissions may differ in size and term of office, but they and the Personnel Standards Commission have established the same prerequisites for selection to membership, and operate under the same policies—policies approved by the State Council of Education, December 4, 1954.

By definition and precedent, functions of the commissions in the past have been:

1. To define and interpret principles of professional ethics for teachers.
2. To promote understanding of and adherence to the *Code of Ethics for California Teachers*.
3. To enforce the *Code of Ethics for California Teachers*.
4. To defend ethical teachers from unprofessional treatment, especially from false accusations about their professional conduct.
5. To study problems of faculty or community friction which have disrupted or threatened to disrupt the education program.

In assuming responsibility for these functions, the commissions investigate and report on problems of alleged unprofessional conduct or of serious faculty or community conflict. *The commissions do not initiate studies.* Requests therefor are considered from chapters, governing boards, an individual member who has been charged publicly with unprofessional conduct or, under some circumstances, a responsible citizens committee.

If the Section Ethics Commission considers a problem of such magnitude as to warrant the attention of a statewide group, it may refer the problem to the CTA Personnel Standards Commission.

It must be kept in mind that the commissions are not courts of law in which an accused person is tried and sentenced. They are the agencies of a responsible profession through which problems are studied and recommendations offered. These recommendations may include proposals for punitive action against members of the profession whose conduct is

detrimental to the schools and the profession. The commissions do not impose these punitive sanctions—they are left to the appropriate state or district agency where the accused has full opportunity to defend himself with all the traditional safeguards of American jurisprudence.

Questions then arise as we consider our present enforcement program in detail:

Is this program adequate for the current needs of the profession in California?

Should a single national code be adopted without similar enforcement machinery in each state?

Should the processes of enforcement used in California be recommended as the enforcement program for a single, national code for the profession?

Should the code of ethics be used only as a general guide to professional conduct, or should it be legally binding and used as a basis for determining professional conduct?

Is the California Expert Panel Program one that should be proposed to other states as part of a total enforcement program if a single, national code of ethics is desired?

Do we have the responsibility to monitor the conduct of our members as well as to assist in the determination of teacher fitness and competency?

The State Legislature in 1955 permitted the profession to assume these extremely important responsibilities. It added Section 13417 to the Education Code, recognizing a commission on personnel standards maintained by a statewide professional organization as a source of expert testimony in court hearings on tenure dismissal cases. The commission "or a panel thereof" is empowered to study cases involving charges of unprofessional conduct, incompetency or unfitness to teach, and to make a report and render testimony on its findings.

The purpose of this program is to make available to the court the expert testimony of the profession on matters difficult to judge solely on testimony following rigid rules of evidence. In this way, the profession could support one of its members unjustly accused or protect the profession from the unprofessional or incompetent practitioner.

This program could not be immediately placed in effect nationally as it would require legislative action by individual states to make it operative. However, this part of the CTA program could function under a single, national code as it does under our present California code in those cases involving a question of professional conduct.

The profession in California has long been regarded as the leader in the field of ethics and ethics enforcement. Many state associations have been guided by the CTA program in developing their own. However, it is wise periodically to review any program, regardless of its stature, to determine if changes need to be incorporated to make it more adaptable to changing needs.

The Consulting Group Program during the next two months will have an opportunity to accomplish an important review, to consider professional needs in California, and to consider possible application to the teaching profession nationally.

—JAMES M. WILLIAMSON, CTA Personnel Standards Executive

A Guiding Hand Shows the Way

**Pupil personnel services in our
high schools are proving to be
wise use of public funds.**

By William H. McCreary

*Mr. McCreary is chief of the Bureau of Guidance in the
State Department of Education, Sacramento.*

FROM available evidence it would be safe to say that guidance services in California schools are improving and expanding, despite rapid rise in enrollments and increasing costs of education.

A number of forces are at work to bring about this encouraging situation. School administrators are paying more attention to organizing and staffing guidance programs. Educational associations such as the California Congress of Parents and Teachers and the California Teachers Association are actively supporting the movement. Colleges and universities have improved their training programs. The public is more aware than formerly of the potential value of good counseling services in schools. There is concern at the national level over the shortage of trained manpower. The writings and personal appearances of such men as Dr. James B. Conant have helped the movement tremendously.

Some 3,500 pupil personnel workers now are employed in the public schools of California. Almost 3,000 are counselors in junior and senior high schools and the remainder are directors or supervisors of guidance, psychologists, child welfare and social workers employed in school districts and county offices of education. Many of these people devote much of their time to the elementary schools.

The Occupation of Counseling

A guidance service deals with all sorts of problems: the diverse problems of the majority of normal or average children as well as of those who present special needs or have special difficulties in learning, in getting along in school, and in growing up.

A distraught girl appears at the door of her counselor's office and says, "I don't know what's the matter. I'm all mixed up." A bright senior boy whose grades reflect the casual attitude he has displayed up to this point in his high school career belatedly comes to grips with a problem: Can he be a success as an engineer? Can he even get into an engineering school? A lonely placid youngster drops in on his counselor one day and simply states: "I want to quit school at the end of the semester. I don't see any use in it. I want to go to work." Or maybe it's a teacher who opens up her problem to the counselor over a cup of coffee: "This is the most baffling class I've had in my six years of teaching. I can't get to them somehow."

And so it goes. All sorts of human, perplexing problems arise; some are big problems, some are little problems, but all are real problems to the individuals concerned. Administrators, teachers, nurses, clerical workers—all school people—are accustomed to dealing with student problems, but pupil personnel workers are *primarily* responsible for providing such services.

What kinds of persons are pupil personnel workers? What special knowledge and skills do they possess? To characterize a group so large and so diverse in background is difficult. Guidance workers do not fit a common mold; individually they vary in many ways as do teachers or school administrators. But self-ratings by pupil personnel workers and studies of their work and their job performance indicate some of their major qualities.

PERSONALITY. A good personality is required for success in a field of work which relies so heavily on interpersonal relations. Three hundred junior and senior high school principals and junior college directors ranked good personality above everything else in selecting counselors. They looked for traits such as "maturity in judgment," "skill in handling interpersonal relationships," "equanimity," "high tolerance for frustration." "What you want," one principal explained, "is evidence that the traits actually exist. I want people who have demonstrated the faculty of being understanding, who are known in the school to be sympathetic and interested in people, who have empathy with students, parents, and colleagues."

BACKGROUND EXPERIENCES. Certain meaningful experiences as youth and adults, including employment, also help to develop competencies in this field. One significant study revealed that counselors regard the following attitudes or points of view as vital to their work as counselors: a profound conviction of the value of human personality, a warm and humane understanding, and a lively sense of mission. Teaching experience ranked high in their list of most beneficial experiences. They believed that although a guidance worker might learn about children in club work, in social work or in the home, the processes of adjustment and growth as related to the school are best studied in the classroom.

TRAINING. Specialized training in pupil personnel work is a third important ingredient in the development of competent guidance specialists. The number of states requiring certification of pupil personnel workers has grown steadily during the last decade, in recognition of the unique services which these persons perform. Since September 1956, California has been one of 34 states that require them to have special preparation for their duties.

Even in the short time in which it has been operative, the general pupil personnel services credential has advanced school guidance services. First, it has provided a definition of counseling which distinguishes it from teaching. Pupil counseling as defined in Education Code Section 12146, the regulation in Title 5, California Administrative Code, reads: "those functions inherent in a guidance program *over and above* those advisory duties and functions customarily performed by a teacher." The guidance worker's job as compared with the classroom teacher's is "the rendering of specialized services: (a) In pupil guidance, (b) as consultant to teachers and other members of the school staff on problems of guidance, (c) as consultant to parents in the interpretation of the school in relation to the child, and (d) in a liaison relationship between the school, the community, and community agencies."

Second, the credential supports the concept of a pupil personnel team working together in a school, a school district, or a county schools office to provide a broad range of services to all pupils as well as highly specialized services to individuals as needed. All credential holders have taken advanced training in the prescribed common areas of pupil personnel work and in addition each has a specialty or major within the field. Some 6,403 persons have been granted this credential to date.

Perhaps the most significant value of the credential is the impetus which it has given to internship or field work experiences, which bring theory and practice together as the candidate actively participates in pupil personnel service

activities under the supervision of personnel representing both the college and the training center. In carrying out this provision, the accredited colleges are making earnest efforts to place each student in terms of his own background, his specialized area, and the kinds of experiences he most needs to round out his training.

The counselor's job is a demanding one in terms of knowledge, physical and nervous energy, skill in interpersonal relations, counseling techniques. The pupil personnel services credential represents a year of graduate work beyond the teaching credential; teaching experience is a prerequisite. The average counselor's salary is somewhat higher than that of the teacher, but in some instances the counselor's school year is longer. The satisfactions come not so much in terms of money, but in terms of helping young people to find greater self-knowledge and achievement in school and in career.

NDEA in California

We are now beginning the third year of operation of the National Defense Education Act, Title V, a program to strengthen guidance, counseling, and testing in the secondary schools of California. To date, the Department of Education has allocated more than \$2,250,000 to participating districts and county offices. More than one-half of this amount has been expended for the salaries of professional guidance staff, one-quarter for clerical assistance to the guidance program, and the remainder for test and career materials and equipment. A total of 217 school districts and 26 county schools offices have participated in the program which has served nearly 800,000 secondary school students.

What has been accomplished thus far? At the risk of generalizing, the NDEA program has had a strong impact on California's secondary schools. It has spurred them to make critical studies of their guidance services and move toward supplying services that were missing and strengthening services that were weak. NDEA has provided an incentive, it has served as a catalyst; in the words of one city guidance director, "It has been the best thing that ever happened to us here."

Some of the specific accomplishments, trends, and new developments should be briefly described. With the help of an advisory committee of school people, minimum standards which school districts must meet in applying for Title V funds have been established. They cover such factors as a basic testing program, the kinds of services to be given to students, qualifications of counselors, counselor-student ratio (one to 600 in 1960-61, one to 500 in 1961-62), and physical facilities, equipment, and materials. In order that schools may have a basis for measuring progress from year to year, recommended standards or desirable goals also have been worked out for those same factors.

Another major accomplishment can be summed up in the two words—*planning* and *experimentation*. Schools are more aware than formerly that incidental counseling is not a guidance program—that an effective program must be carefully planned, executed and continuously evaluated. Title V has encouraged the development of experimental projects designed to check on efficiency and to determine better ways of performing guidance services. The Bureau of Guidance and three districts are jointly undertaking significant research studies to develop more effective guidance procedures and techniques. The results will be shared with all districts.

A noteworthy trend is that under Title V an impetus has

been given to career counseling and vocational guidance. Providing educational-vocational planning services for all students once again is seen as the *major* task of the school counselor rather than the handling of students referred because of serious emotional or personal problems.

Publication efforts have been increased. Guidance and counseling materials that have been published and distributed free to California secondary schools through NDEA include *Guide to Films and Filmstrips*, *College Scholarships and Entrance Requirements*, *Bibliography of Occupational Information*, and narrative reports of projects and activities carried on in all participating districts and county offices of education since the beginning of the NDEA program.

A guidance film titled "Butcher, Baker, or Missile Maker" is being prepared jointly by the State Department of Education and the Santa Clara County Schools Office.

EXPERIMENTATION. A pilot program to determine the feasibility of automatic processing of pupil personnel data has been set up in the San Francisco Bay Area. Attendance recording, programming students into courses, test scoring and reporting, grade reporting to parents, and other clerical functions will be processed by electronic methods during the experiment. If the results are favorable, the way will be opened to take a large share of the burden of paper work off the shoulders of counselors and teachers and free their time for more productive work with individual pupils.

A NEW APPROACH?

The following suggestions for high school teachers for obtaining order and discipline were published by the San Francisco School Department.

Sympathy for Children. Teachers should seek to obtain the sympathetic regard of the children by giving due attention to their wants and requests. These should be fulfilled as far as it is proper and reasonable. Children are quick to perceive and to resent injury or injustice. The possession of sympathy in its fullness is the best foundation of success in both discipline and instruction. Kindness is its practical basis. It seeks the good of the pupil and endeavors to remove all imperfections of the individual without injury to him. Its influence for good is exceedingly strong, and its power with children nearly irresistible.

Encourage Pupils. Encouragement inspires confidence. Children, more than others, need encouragement. It is a strong incentive to effort. Let it be given in all cases where this can be honestly done. To a want of this, in the discipline of classes, are to be ascribed the timidity

and reserve often manifested among pupils by a hesitating manner and a low voice. A proper degree of encouragement will render them confident and spirited, eager to tell what they know, and in an audible tone of voice. Encouragement has a peculiar influence in promoting mental and moral improvement. Letting a boy know that you believe there is good in him is the best way of putting it there.

Develop Right Opinions. Aim to govern the class by a development of public opinion among the pupils in favor of the right and against the wrong, and then govern individual members through the class. Give proper attention to those cases of disorder by single pupils which cannot be overcome through influence upon the class. Success in discipline does not lie in telling individual pupils their faults before the class. Attempts to detect and correct each individual misdeed in detail will not develop the right public opinion nor lead the pupils to a willing compliance with the wishes of the teacher. Judicious commendation when pupils make efforts to overcome

faults is more effective toward accomplishing the desired results.

Avoid Scolding. Harsh words are unnecessary and improper. Words of disapprobation may be uttered by the teacher in a tone of *decision*, without the use of any severity that would imply resentment, anger, or antipathy upon the part of the teacher. On the contrary, the language used and the tones of the voice should always express a feeling of *sympathy* with the child. This is the way to win the youthful mind, and to bend the will through the affections; a different course will antagonize it and prevent all real submission, securing only a temporary semblance of obedience.

Never Threaten. Harsh words and rough means, when employed to secure school order and certain results of study, break down the sense of honor and destroy in the pupil proper respect for his teacher.

Though the phrasing may be slightly quaint, the sentiment is still in vogue. In fact, many people consider this approach to be strictly new. The publication date was 1905.

Guidance in Elementary Schools

Guidance programs in elementary schools are not so "visible" as in high schools. Elementary schools are not eligible to participate in the NDEA program, yet in recent years they have moved ahead—in a less spectacular way—to provide guidance services. The elementary teacher continues as the bulwark in this program. He is generally assisted by school psychologists, supervisors of child welfare, and other guidance specialists (who are too few in number, unfortunately, to meet the backlog of demand). Teachers need much more of the supporting services that pupil personnel workers could supply. Steps taken to increase and strengthen such services are desirable, short of the self-defeating action of increasing classroom loads in order to provide the necessary funds.

What of the Future?

At either level, elementary or secondary, pupil personnel services require adequate financial support. A good guidance program can be provided at a cost of about five per cent of the total cost of operating the school; a little more for the high school program, possibly, and a little less for that of the elementary.

Working with individual children does take additional time—and money. But a dollar spent today on positive preventive services may mean several dollars saved tomorrow on corrective measures. It seems a good investment of public funds.

Elementary Guidance Must Be A Coordinated Service

By H. B. Gelatt

PUPIL PERSONNEL and guidance services are being recognized more and more as a vital aspect of public school programs now that the nation is focusing its attention on the process as well as the product of education. Although much of the national attention has been centered on the secondary schools, there has been a growing awareness of and demand for these special services at the elementary level.

The current trend in guidance is toward extending established guidance programs from the secondary level to the elementary schools. However, the present secondary guidance programs are often inappropriate in the lower grade levels. The long range goals of an elementary program may be similar to those of a secondary school, but the immediate objectives and the direct operation must of necessity differ while at the same time be compatible with the secondary plan.

The modern effective elementary guidance program must certainly concern itself with the individual child. Psychological research has demonstrated that learning which significantly influences the behavior of the learner occurs only when the program takes cognizance of the motivational, developmental, and ability level of the learner. The overwhelming body of evidence indicating the tremendous importance of healthy emotional development for good intellectual performance cannot be ignored. However, the focus of the elementary guidance program might well be on teachers and parents, rather than individual children. In other words, the major responsibility of elementary psychologists or counselors should be to help teachers and parents have a better understanding of children.

This facilitating service, of course, will indirectly affect many individual children. Teachers and parents alike need to be reminded that all of the experiences of a child contribute to his education and influence his potential for learning. Too often a child's educa-

tional experiences are thought to be restricted to those which help him to acquire knowledge; but equally important are those experiences which help a child acquire the background for developing satisfying relationships with other individuals.

These lessons are learned through interpersonal relationships with parents, teachers, adults, and peers. These personal experiences contribute to a child's growing feeling of himself as a knowing, doing, confident person in relation to his environment. By assisting teachers and parents in their understanding of the importance of these relationships the guidance service is exerting its influence on the direct learning experiences of all children. Hopefully, this method makes it possible to emphasize the positive aspects of guidance services; the program is then one which includes prevention rather than only emergency treatment of a series of continuous crises.

The utilization of a school psychologist's time for teacher consultation rather than assigning all of his time for individual psychological testing is one example. In this way the guidance consultant can help teachers to appraise children's readiness for various learning opportunities and to understand children's changing emotional needs. More important, this consultation can help teachers understand their own reaction to the many individual, emotional, and educational needs presented by their classes.

In-service education programs in guidance for teachers can also be an important service. These programs may range from the very formal, didactic sessions to the casual but planned informal case discussion. A modification of the Maryland Child Study Program with elementary teachers meeting twice a month for one school year can be an effective way for a district guidance department to reach many teachers who will in turn be in touch with many children.

Other small group meetings for teachers on conferencing techniques, interpretation of test results, teacher-child relations, and peer relations are further

examples of an elementary guidance program designed for teachers.

Holding group meetings with parents is another illustration of preventive guidance. In this way the school can assist parents in a realistic appraisal of their child's potential and help them make positive contributions to his success in school. Parents have a right and an obligation to know as much as possible about their child's record and to contribute information to the school.

The inadequacies involved in attempting to describe a child's total growth in terms of a letter or number on a report card have long been recognized. Adequate evaluation of development requires that the flow of information about the child be of a two-directional nature: school to home, home to school. For this reason, small group meetings with parents are helpful to supplement the individual parent-teacher conference. Thorough interpretation of group testing, discussion of the effect of parents' attitudes toward achievement, parent-child and teacher-child relationships, and curriculum content are good topics for such meetings providing parents have an opportunity for active participation.

Another program which has proved successful at the primary level involves planned and directed observation of the classroom by parents. When parents are given direction and can follow up with group discussion, observations become a valuable experience. Here again the school guidance worker can provide leadership which has an indirect but substantial effect on the elementary child's progress in school.

The increased recognition of the need for better elementary guidance brings attention to the lack of agreement on what these services should be. The guidance role is often assigned to the school social worker, psychologist, counselor, remedial teacher, consultant, principal, and/or teacher without any clear understanding of the respective roles or inter-relationships. Because it seems dangerous to transplant a secondary counseling plan to the lower grades or to continue a disorganized approach by assisting individual children through various disciplines, the new elementary guidance program must emphasize a coordinated service with close relationship and communication with curriculum, administration, research, and other special services. The new program, above all, should involve teachers and parents more directly. ★★

Mr. Gelatt is director of guidance in the Palo Alto unified school district.

Understanding Will Bring Effective Discipline Control

By John J. Mirich
and Walter F. Beckman

DISCIPLINE problem control in the public schools is considered to be one of the three or four most serious problems faced by education today. Many educators feel that it is one of the most important reasons given by those teachers who leave the teaching field for other professions.

In an article entitled "Discipline," published by the National Education Association in September 1958, a survey was conducted in the Los Angeles Elementary Teacher's Club to determine if members had noted increases or decreases in certain types of student misbehavior in the last ten years. They indicated (over 3500 answered the survey) that in their opinion, emotional disturbances, restlessness, non-conformity to established standards and other belligerent attitudes had greatly increased in the last ten years. Other surveys around the nation which are being carried out regularly seem to point to the same trend.

We have carried on an experiment with some 40 anti-social boys in a secondary school to determine what, if anything, can be done to lessen their disturbing effect on those who attend school to learn. Our results were rewarding in that discipline control in our school was changed; teachers and students are pleased with the change; the community noted and approved the improvement; our discipline problem boys changed their attitudes and standards from anti-social recognition to socially-acceptable behavior. In effecting this change, far fewer students were suspended or expelled than in previous years. We also had fewer school drop-outs.

Here are some of our resulting conclusions:

Although a discipline problem boy must know the bounds within which he

Mr. Mirich is a teacher-counselor and Mr. Beckman is vice-principal of Twenty-nine Palms high school, where the two men employed the practices described for the last two years.

can operate, he will seldom be controlled by threats of expulsion or other drastic punishment. If the teacher, counselor, or administrator will try to understand the student and his problems, regardless of how alien to the observer they may be, more will be accomplished. You can lead a discipline problem boy to better behavior, but you will seldom force him against his will to conform to school policies.

The teacher's knowledge of human behavior is as important as a good back-



"...WOULD HE BE ELIGIBLE FOR MEMBERSHIP?"

Hayward, Calif.

Editor,
C.T.A. Journal
1905 Wrenchman Drive
Burlingame, Calif.

Dear Sir:

After reading about the very latest teaching robots in your Sept. issue, I felt prompted to submit the enclosed cartoon which poses a question that may have to be answered some day...

Respectfully,

Nicholas Runkles.

ground in subject matter. The products of our labors are the changes we can make in the *thinking, acting, and feeling* of those who come to us in the public schools. Thus, contrary to those who feel that education courses are a waste of time, we believe that college courses in human behavior are necessary. They give us the knowledge of the physical, mental, and emotional make-up of the individual, which helps us to understand human behavior. We must develop, through this training, insight into human action which is to serve us as a guide, just as a formula and blueprint serve in other professions.

The general behavior tone of the school must be one of good self-discipline. Once this is established, good behavior will be the rule rather than the exception.

Students, except some of those with extreme physical or mental handicaps, will rise to that level of behavior expected of them. If the educator expects poor behavior from a certain student, this is what he will receive.

Very few discipline problems need be experienced in any school, regardless of the social make-up of its student body, where the teachers are well educated, firm and friendly, and possess a deep understanding of human behavior.

When a discipline problem boy must be chastised, it must be done in such a manner that there is no mistaking that the person doing the chastising likes the student as a person. Too many educators take personal affront to anti-social acts of students. Those teachers are successful who can truly separate personal feelings from professional duty.

The responsibility for good discipline control in the school rests more with teachers than with administrators.

Teachers must know that when a problem arises with which they cannot cope, they will have complete cooperation from the administration. If this is lacking, the general discipline control of the school will be poor.

Every human being desires some recognition. If he does not receive it in normal ways, he may strive to receive it in anti-social ways. We must endeavor to recognize each individual in our schools, even though his abilities may be limited.

Anti-social standards are gained through a learning process. With proper understanding from the school, these standards can be replaced with more acceptable ones. ★★

Graphic Arts Offer Job Opportunities

By Ramsey S. Oppenheim

NEXT MONTH we'll observe Benjamin Franklin's birthday. The bankers will make hay with Thrift Week ("a penny saved is a penny earned") and the *Saturday Evening Post* will not let the occasion pass without a special bow to the memory of the distinguished editor-printer-statesman. Not to be outdone, it would appear appropriate to mention that Printing Week will be observed January 13-20. And special emphasis will be directed this year, not to users of printed products, but to high school vocational counselors.

This shift is not entirely opportunistic. Volunteer groups of printers, engravers, paper men, equipment dealers, ink makers, lithographers, and bookbinders throughout California have agreed that the big problem of the graphic arts industry is to recruit young men and women with the special skills and training required by this rapidly-growing field. Educators have been looking to the industry to provide spokesmen who can explain to high school graduates the educational requirements of multiple and varied employment opportunities in the graphic arts.

There are two avenues of approach to the jobs in this business which, according to the 1958 Census of Manufacturing, employs about 300,000 people.

To youth whose personal programs will include some type of additional education, the graphic arts offer specialized chemistry of paper-making and the engineering of printing equipment to the preparation of the words and pictures which become the main ingredients of its end products. Courses directed to these ends are available at some of California's state colleges, providing four-year undergraduate courses in printing management.

To the ambitious young person, ready to plunge into his or her means of earning a living directly upon high school

AN ABLE VOCATIONAL COUNSELOR in the school will have complete and current information about trades and professions. But more important will be his capacity to recommend appropriate studies consistent with the student's interests and qualifications.

Many guilds, trade unions, and associations, recognizing the competition for skilled employees and the changing demands of a growing technology, are preparing and distributing to counselors some excellent materials which keep the employment picture up-to-date. Typical is a 20-page attractively illustrated booklet, "Future Unlimited," produced by the American Bankers Association earlier this year. New York Life Insurance Co. has published some useful institutional advertisements on vocational choices.

Printing and publishing is, of course, a primary interest of mine (see "Bert Fellows and the School for Country Printers" in the April 1960 Journal). I asked Ramsey S. Oppenheim to write for this issue something about the industry he represents which would illustrate for counselors the changing and varied demands of the graphic arts. As former editor of *Pacific Printer and Publisher* and Western Advertising and at present west coast manager of Walden, Sons & Mott, Inc., graphic arts publishers, Oppenheim is active in the San Francisco Printing Week committee.

His brief article here (which might be repeated with change of detail for scores of crafts and professions) serves to show the responsibility of vocational counselors for an awareness of competitive demands of employing industries.

—J.W.M.

graduation, there is likewise a waiting industry, looking for the best among them for training in a broad assortment of skills. Those who enter military service after high school may gain some training in specialties ultimately useful in the graphic arts.

For those required by craft unions to enter upon apprenticeship programs, it is pointed out that short-term economic limitations are offset, first, by long-run advantages against which the immediate problems fade into insignificance; second, there are means of overcoming the economic disadvantages of the apprenticeship situation available to likely candidates. These should be investigated before young men turn their backs on an industry that practically guarantees its journeymen high wages, steady employment, superlative benefits, and retirement benefits second to none.

To gain an insight into opportunities for self-expression, security, advancement, and economic reward, the educator must look today well beyond his or her presently limited view of the printing industry.

Today the graphic arts embrace a good deal more than the picture book skills of the compositor, engraver, pressman, and bookbinder, though these are as vital as ever. There are a good many new creative and manual opportunities open to young people: from artists, cameramen, and chemists—for the new processes introduced in recent years—to men capable of manipulating and maintaining in efficient operating condi-

tion some of the most intricate high-speed machinery being made for any industry.

The common concept of the printing establishment as a place of personal self-expression, peopled by men dedicated to the memory of Gutenberg and Aldus, must include the much broader picture of a modern, highly important industry, with many specialty-producing firms, held together by civilization's need for the printed page. The requirement today is for a wide variety of products, from routine office forms to full-color reproductions of the master painters.

Career opportunities in management, sales, finance, production planning, plant layout, specialized engineering, chemistry and even physics, may be found in many fields, but the advantage for the individual is opportunity for self-expression in an industry whose flexibility is unique. It offers full play to all types of talents.

For further information on the specifics of higher education, scholarships available to deserving students, and the names of schools offering courses related to the graphic arts, write to the Education Council for the Graphic Arts Industry, Inc., 5728 Connecticut Ave., N. W., Washington, D. C., a non-profit organization. In California, information is available at Printing Industries Association of Los Angeles, 1434 W. 12th St., the Graphic Arts Employers Association, 425 Market St., San Francisco; or leading plants in your own community.

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Who Should Go to College--and Where?

Standards of admission to institutions of higher education pose counselor problems

By Hugh M. Bell

A CRISIS in higher education in California has been developing over the last ten years due to mounting enrollments in the junior colleges, private colleges and universities, the state colleges and in the various branches of the University of California. According to a recent article in *Time* magazine, there are 234,000 full-time college students in California at the present time and the California State Department of Education¹ estimates conservatively that this total will rise to 352,000 by 1966. Of this total, the Department states that 253,600 of the students will be in public and 98,600 in privately controlled institutions.

This great increase in the number of high school graduates going on to college in California has placed, and will continue to place, large demands upon parents and other taxpayers for money to finance new buildings, to employ additional faculty members and to operate and maintain buildings and grounds. In the private institutions, parents and their sons and daughters will carry a considerable share of the increasing cost of higher education themselves, while in the state-supported schools, the major share of the funds will come from the general public through taxes.

The spectacular increase in enrollment and the mounting cost of higher education inevitably raises the questions: "Who should go to college in California?" "Where will they be admitted?" The answers to these questions depend, in part, on the type of institution that students desire to attend. In a private college or university, the institution rightly reserves the privilege of selecting its student body in accordance with such standards as scholarship, character,

religious belief, and the student's ability to pay for his education. Students who elect to attend private institutions are expected to meet the standards set by the colleges of their choice, regardless of what they are.

The state-supported college or university, however, has a somewhat different obligation to students and their parents. In California, now, any graduate of an accredited high school is admitted to a junior college, and until recently, high school graduates were also admitted to state colleges. At the present time in the state colleges, enrollees are required to have a minimum of seven recommending units in subjects other than physical education and military science during the last three years of high school or to have five recommending units scoring at or above the twentieth percentile on a standard college aptitude test. The University of California has generally required for admission not only a minimum of ten units with a B average during the last three years of high school, but has also specified the high school subjects which are acceptable and in which these grades must be earned.

This variation in standards for admission to institutions of higher learning in California has resulted in a wide range of intellectual endowment among students. McConnell and Heist conclude: "In the . . . State of California, one finds a range of over three standard deviations . . . in the mean aptitude scores of entering freshmen among all institutions."²

¹McConnell, T. R. "A Restudy of the Needs of California in Higher Education" Calif. State Dept. of Educ., Sacramento, 1955.

²McConnell, T. R. and Heist, Paul. "Do Students Make the College?" College and University, 35, 1959, 442-452.

Not only is there a great variation in the intellectual endowment of the student, but there is also a wide range in the course offerings of different colleges and universities. Examination of the catalogues of the institutions reveals courses ranging from highly practical and applied subjects to the most complex and theoretical subjects. This wide range of courses naturally reflects variations in the intellectual endowment of the students.

Should California continue to provide higher education for all high school graduates and, if so, should students be distributed among the various types of institutions?

This was one of the assignments which the California Legislature in 1959 gave to the Liaison Committee of the State Board of Education and the Regents of the University of California which resulted in the so-called "Master Plan for Higher Education." In the recommendations of the Liaison Committee, the policy of providing some form of higher education for all high school graduates in the State was affirmed. With regard to the distribution of the graduates among the junior colleges, the state colleges and the University of California, it recommended that the University select its entering freshmen from the top 12½ per cent of high school graduates, the state colleges would select their entering freshmen from the top 33⅓ per cent, and the junior colleges would select their students from the entire range of the distribution.

The Liaison Committee also recommended that in determining the ability of high school graduates who are to be admitted the grades employed in such determinations shall "all or most all" be based upon "college preparatory

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Dr. Bell is a professor of psychology and counselor at Chico State College.

COUNSELING IN EL MONTE

By Gunnar L. Wahlquist

Decline of dropout and delinquency is noted in 16-year growth of guidance program

IN 1944 some teachers at El Monte union high school were concerned with student lack of achievement. No matter how hard teachers tried or how they varied their technique, there were some students who did not seem to profit from the learning situation developed, including even students of high ability. The teachers, under the leadership of the vice principal, met weekly for almost a year discussing high school students, their needs and problems. They studied the small amount of literature then available regarding guidance. Eventually, they recommended the establishment of a guidance program.

The literature of the day suggested assignment of teachers who would work part time in counseling and part time in teaching. According to this theory teachers would know students better than full-time counselors. Two years of experience with part-time counselors showed that they either favored their classroom teaching or neglected it for counseling duties. Since "one may not serve two masters," full-time counselors are now employed.

In practice, more and more students were referred to the counselors rather than to the vice principal. The theory of the day indicated that it was impossible to mix counseling and discipline. It became the policy of the district, continued to the present time, because counselors found by experience that counseling and so-called "discipline" formed a false dichotomy. If it is true that all behavior is *caused*, then all types of unsocial behavior should be considered symptoms. Treatment would require that causes be determined and, if possible, eradicated.

Early in the development of the

Dr. Wahlquist is assistant superintendent in charge of instruction at El Monte union high school district.

guidance program we discovered a need for an orientation program for incoming freshmen. Five elementary school districts send their graduates to the larger high school. Incoming students sometimes fear or mistrust the new environment. To overcome the sense of strangeness, the orientation program, changing with varying conditions, provides conferences with students, parents and teachers, using printed material, charts, slides, motion pictures and "buzz" groups.

Students lacked educational and vocational goals. When the guidance program was organized, a small percentage of high school graduates planned to attend college. It became evident to the counselors that the students lacked self-knowledge and had low levels of aspiration. We developed an intensive testing program to give students more accurate information regarding their own potential and achievement. To encourage students, particularly those who felt that finance was a major problem in planning for college, we set up a junior college day. We introduced units on vocations in Social Studies I and Senior Problems classes to give a view of the world of work. In addition to group guidance, the counseling staff gave individual encouragement and appropriate testing.

As the guidance program progressed, several special problems and needs became apparent. Studies of incoming students indicated a wide range of both ability and achievement. We saw that some of the frustration noted in students came from inability to achieve in certain required subjects. Long before the recommendations of Dr. Conant, we established differentiated classes in mathematics and English. Pupils frustrated by inability to succeed in undifferentiated classes were placed in classes on a basis of achievement rather than ability.

Able readers go into one group in English while those with undeveloped

skills go into other classes. These groups are not rigid, rather there is considerable overlapping between groups. Movement from one group to another is possible at any time of the school year when it would be beneficial to the student. Placement in other areas is always based on the needs of the students in that area. We do not have homogeneous groups; we have merely narrowed the range in our classes.

Another special problem was the "failures" in algebra. We instituted studies which gave counselors and teachers information to be used in guiding students regarding chances of success in algebra. Studies of students in the continuation school showed the wide range between the language and non-language scores of these students; the lower language scores indicated the probable reason for moving out of regular school into the continuation program. A concern for our "more able students" led to a special listing of competent students for each counselor. Achievement and activities of these students improved.

The amount of information needed could not be obtained by the manual methods then used. We investigated data processing by machines. Since an active guidance program requires certain test information, the first step was to obtain a test-scoring machine to get the desired information quickly and accurately. Registration and programming of students also demanded much time. Again machine processing proved helpful. Using machines, studies in grading of special groups (such as shop and business education groups), listing of scholarships and "failures" give information that would be impossible to obtain under manual methods.

This program has been periodically evaluated by teacher advisory guidance committees, whose recommendations have helped to modify and improve the

(Turn to page 29)

What's the Future of GUIDANCE?

THE NEED for increased and better guidance services in our schools is now widely recognized. In his study of high schools, President James B. Conant referred to guidance as "the keystone in our educational arch." Already increased support of guidance services has been possible in many school districts through the testing program under the National Defense Education Act. But there is still some question as to who should be carrying out the various guidance services—should it be the classroom teacher or the specialist? Both are needed. Through a clearer definition of the role of each and through better understanding of what each can and cannot do, improvement will come in the future. Classroom teachers and guidance personnel have in some instances taken on too much. At the same time both also have tried to pass off responsibility one to the other.

AVOID OVERLAPPING. Faced with difficult and complex problems—now and in the future—educators will necessarily have to know more clearly with what skills the classroom teacher is best equipped, and what responsibilities because of those very skills may be assigned to him. Then the guidance people can devote their time and energies to those functions for which they are best equipped.

What are some of the skills that guidance personnel need, and what are some of the special problems they will be called upon to deal with in the years ahead? It is hoped that to the extent that classroom teachers can know those functions which they are best equipped to perform, and at the same time know what other functions they can call upon guidance personnel to either share or take over, will there be less overlapping and confusion.

PROGRAMMING. Take for example, the matter of "programming" or deciding which course and in which class a pupil should be placed. Traditionally such decisions are made on the basis of what the content of the course is—with less attention given to who teaches it. Yet, as every teacher knows, the personalities of both the teacher and the

student affect what will be learned. This should be taken into consideration, as some pupils may do better with a certain type of teacher than they would in a class with another teacher of a very different personality. It is hardly necessary to give personality tests to all teachers and all pupils; but those charged with programming should recognize the nature of these teacher-pupil relationships so that fewer pupils are placed in classes where they learn less than they might have learned. Though there has been some rather significant research on such relationships, little use is made of it in practical situations.

MULTIPLICITY OF TESTS. An increasingly disturbing problem, with which guidance personnel will be called upon to deal, is the multiplicity of tests. Increasingly, classroom teachers are complaining of the time taken up by various testing programs. Most experts in the testing field will admit that the various tests now given do often overlap. Clearly there should be a way to gain the necessary information for placement, achievement, college admissions, and the like, in far less time than it now takes. Some progress is being made but far more needs to be done on the utilization of test results.

COLLEGE ADMISSIONS. An allied and increasingly mounting problem is that of admission to college. Getting into, and remaining in, the proper college is not only a matter of ability and grades, but of personality and environmental background.

Recent studies have shown that colleges have what might be called "personalities" and that certain types of students do better in one college than they might in another. In the years to come guidance personnel will be called upon to know more about more colleges than the typical counselor knows presently. Allied with this is the matter of scholarships, loans, and the ways-and-means by which college can be financed. Here is an example of a field where the typical classroom teacher could not begin to keep up with all the new developments, but a key guidance person in a high school could and should.

COMMUNITY AGENCIES. In many communities the schools are discovering that for some youth the community agencies outside the school may be able to assist and help youth far more effectively than can the schools. This is often the case in combating juvenile delinquency. Thus, the guidance person of the future will be called upon, even more than at present, to know community agencies and resources—and ways to use them.

CAREER PATTERNS. Such trends as automation, the increasing role of electronics, the more scientific nature of farming, the rapid expansion of personal services—all these point up the necessity to have some knowledge of occupational requirements and trends. Along with this is needed some understanding of the nature of how an individual's career pattern develops. Recent studies at Columbia University suggest that more attention should be paid to vocational development in the elementary school.

LESS COUNSELING. One field where there may be less emphasis in the years to come is that of counseling—which has perhaps been overdone by some whose background or training may have been more in psychology than in teaching. The public seems to question how much therapy should be conducted in the schools, and the day may be passing when counseling is thought of as the main function of a counselor or school psychologist.

EVALUATION AND RESEARCH. Being able to evaluate a program, not only in guidance, but in areas of instruction as well, is becoming a skill expected of guidance workers. The guidance person with some background in research will be called upon to direct and carry out various programs of evaluation. Particularly within the colleges there is a trend towards "institutional research," in which schools examine their own programs to improve efficiency.

EARLIER RECOGNITION. The detection of a child's limitations and special needs; and the process of referral and follow-up—functions many school psychologists now perform—will undoubtedly be needed and improved upon in the years to come. Earlier recognition of potential delinquency, for example, is an area where the classroom teacher and the guidance personnel need to work together very closely.

SPECIAL TRAINING NEEDED. If all these skills and functions are needed by specialized guidance personnel in the future, how best might such people be trained? The framework of the present pupil personnel credential in California calls for a fairly broad background, combining teaching experience, skill in testing and evaluation, some understanding of the community, and a supervised period of experience. These requirements are higher than in most states. There is some hint that guidance workers may need a broader background with more of an inter-disciplinary approach. This means combining some of the knowledge and skills learned from the social sciences—psychology, sociology, economics, anthropology, and political science.

SIGNIFICANT STUDY. It is significant that a recent grant from the Fund for the Advancement of Education to the American Personnel and Guidance Association was made to enable a commission to study and report on what it regards as "the function of guidance in American schools during the next 20 years, taking into account economic, technological, and population changes." The Commission is represented not only by those interested in education, but also from the humanities, the behavioral sciences, and educational leadership in school administration and guidance. This study, under the direction of C. Gilbert Wrenn, may well turn out to be a "little Rockefeller Report" for the guidance field.

California, which has traditionally supported guidance in its schools, should have special interest in studying and implementing the findings of this study, due to be reported later this year. Meanwhile, both teachers and guidance personnel can continue examining what these functions and aspects of guidance are that each can perform most effectively. Thus in time the question of which should be responsible will be answered by saying that both together are able to do far more than either could alone.

—STEPHEN C. CLARK

(Dr. Clark, research associate at state CTA headquarters in Burlingame, has been active in guidance work since 1940. He taught and served in various student personnel positions in Washington, Connecticut, and New York before coming to Pasadena City Schools in 1951. For the last five years he was on the staff of Los Angeles State College as assistant professor of psychology and as test officer.)

Scholars and Teachers: Partners for School Progress

California academicians play distinctive roles in improving public school practices.

HISTORICALLY, many groups in American society have helped to mold the purposes and practices of the public schools. Among them, and of major importance, is the community of scholars in colleges and universities.

These academic specialists, as was pointed out by CTA's Commission on Educational Policy in a recent interpretive statement, can make distinctive contributions to the development of public education.

They can help determine from their special fields of knowledge the basic concepts which students in the public schools should study. They can enrich teachers' understanding and knowledge by participating in inservice training programs. They can make an invaluable contribution to the continual improvement of teacher preparation programs in their own institutions.

Countless examples of cooperation in these and other ways can be found in California. Many of the professors involved have donated their services; others have worked under foundation or government grants.

Recognizing the significance of some of these noteworthy contributions, the *Journal* requested Miss Jean von Christerson, editorial consultant of the CTA Public Relations department, to interview professors and study some of these cooperative projects. She did—and this is her report:

DR. STEPHEN DILIBERTO is one of a team of University of California professors from several disciplines—zoology, mathematics, physiology, botany, chemistry, biochemistry and

physics—who have been working with educators to develop a math and science curriculum for elementary grades. Dr. Jack M. Rand, assistant superintendent of Palo Alto schools, can scarcely name an area of his district's program which hasn't benefited from professors' contributions in recent years.

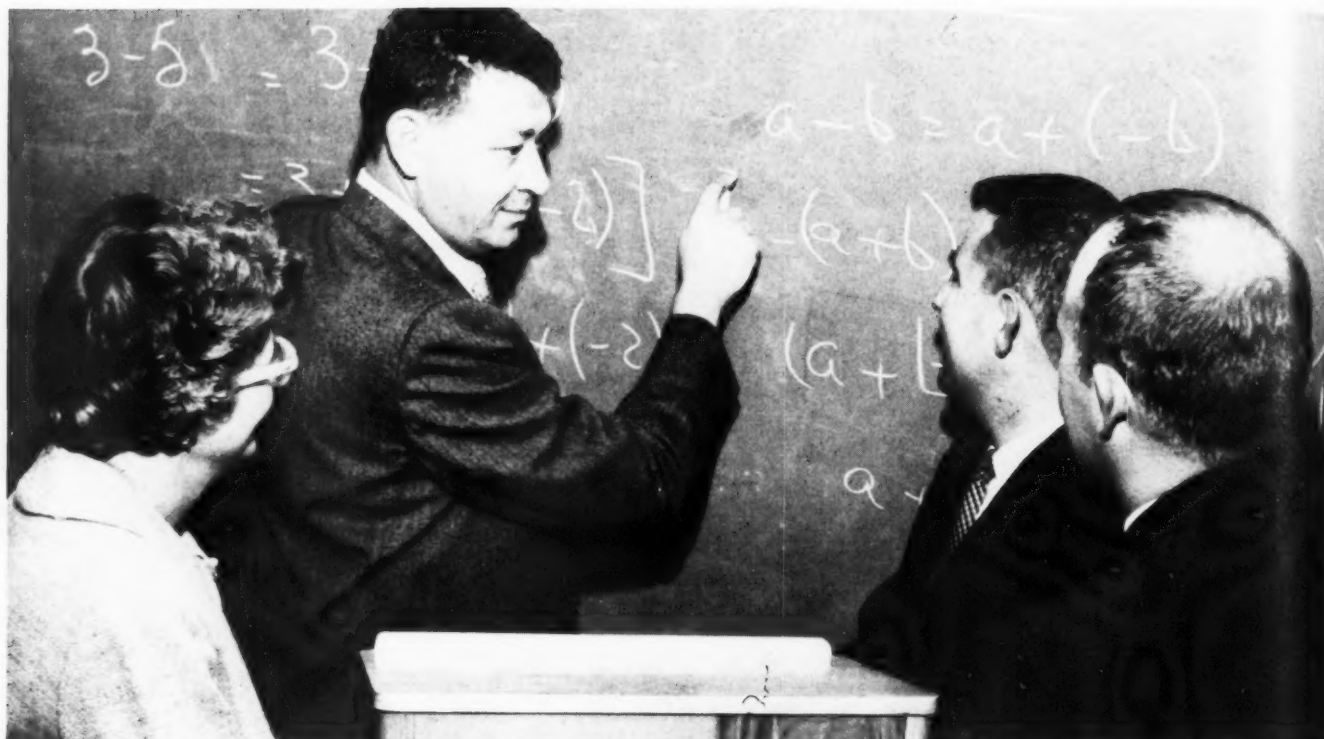
Without ever having met, these two men are in agreement: "No one person has all the answers." But new and exciting answers are on the way; both testify to that.

As a result of the project with which Dr. Diliberto has been involved, pupils in five East Bay schools are studying biology, physiology, and biochemistry, laws and characteristics of force in physics, and coordinates in mathematics.

Complex subjects? Yes, but they have been put in simple form that is meaningful to youngsters. The complexity is in the preparation of curriculum materials. For more than two years, Dr. Lloyd Scott, educator-coordinator of the project, has been meeting frequently with the professors and three former classroom teachers to talk about what kind of science should be taught in elementary grades, and how it should be taught.

As they became acquainted, there has been a growing mutual respect between the educators and academicians. From the scientists have come fundamental concepts, and from the teachers, ideas for classroom presentation. They work together to prepare a unit which is tested in pilot classrooms.

Help is continually available to classroom teachers using the new material,



ADDITION AND SUBTRACTION take on a new look for elementary school teachers Flora Viezzoli, Robert P. Anderson and Richard K. Empey, as Professor Paul W. Berg of Stanford University helps them

understand basic mathematical processes. Dr. Berg's weekly seminar is part of a pilot project testing a new arithmetic curriculum for grades 4-6 in Palo Alto. Academic help is similarly evident in other districts.

and they, in turn, give their reactions and suggestions for improvement. Pupils' understanding of scientific concepts is tested, and each unit is rewritten after its trial run. Some units are nearing final form, while others are still in experimental stages.

The result? Youngsters are learning habits of thought which will be useful throughout life—whether or not they become scientists. As Dr. Arthur Pardee, the project's biochemist, puts it, "Science for children has three parts: seeing or observing, guessing why it happens that way, and testing your guess." In the project, children are learning in a rudimentary way to think as the scientists do in their work.

The project itself reflects the scientific approach—by testing to see if children are learning as they should, and by experimenting with means of presentation. Both professors and educators agree they couldn't do it alone—each needs the special knowledge of the other.

EVEN the smallest bird's-eye view of professor-teacher cooperation in one part of the state reveals an astounding

number of projects. Statewide, the story would fill a book; far more information was available than could be printed in limited space.

Listening in as a group of Palo Alto elementary teachers study with mathematician Dr. Paul Berg of Stanford, one hears surprising terms like "additive inverse" and "negative integer." For the teachers, it's part of an exciting new approach to a subject that has often seemed mechanical and dull. As one comments, "Arithmetic used to be just the lesson I had to prepare after lunch . . . but now!"

Dr. Berg's weekly seminar, and similar ones across the nation, are giving teachers a better understanding of the subjects they teach, and helping them to use a new mathematics curriculum that emphasizes understanding basic concepts, rather than memorizing rules. More than 100 teachers in the Bay area have tested this curriculum for grades 9-12, meeting frequently with professorial consultants from Stanford, U.C., San Jose State and San Francisco State colleges.

Developed by the Science Mathematics Study Group under the auspices of the National Science Foundation, the

curriculum, when completed, will cover grades 4-12, and will include a special program for underdeveloped mathematical talent in the middle grades. Again, the curriculum material has been written jointly by classroom teachers and professors.

Also under the National Science Foundation, public school teachers and scientists have put their heads together to produce new courses in high school biology, chemistry and physics. California schools have helped to test them in the classroom.

"I couldn't be more enthusiastic about the results," says Dr. George C. Pimentel, University of California chemist who directed preparation of text material for one, the new CHEM (Chemical Education Materials) Study, now on trial in some 20 California high schools. His group of nine high school teachers and seven scientists produced their text materials in six weeks last summer—"a very difficult thing to do," Dr. Pimentel points out. "It was possible only because we had cooperation between outstanding teachers and outstanding scientists—experts in communicating with high schoolers, and specialists qualified to decide the optimum

content for the course." Chairman for this project is Dr. Glenn T. Seaborg, chancellor, University of California at Berkeley.

Naturally, there has been a lot of attention to math and science in the post-Sputnik period. But university and college people have been helpful in other areas, too. Several hundred California professors helped to prepare a new framework for social studies instruction in California: *Report of the State Central Committee on Social Studies*, published in 1959, under the auspices of the State Department of Education.

This project got under way when key social scientists were asked to write basic material in their disciplines—geography, history, political science, economics, anthropology, psychology, sociology and philosophy. During the next five years as the report developed, there was continual review and discussion between school people and academicians, as well as among groups of the social scientists themselves. In regional conferences and a total of 37 summer workshops around the state, school representatives and the professors talked out their differences. Final drafts of material were edited by social scientists from each discipline.

Dr. Lloyd Bevans, who served as project coordinator, believes it points a way for future curriculum development. "The project developed more unity of thought between educators and those in the disciplines—we both understand each other's problems and contributions better," he says.

Despite the complexity of such a method, Dr. Lyle Gibson, S.F. State geographer who participated, thinks it's worth while because the results come closer to reflecting the points of view of both academicians and public school teachers.

Eleven University of California professors made a different kind of contribution to Oakland's public schools. As specialists, and as those who teach high school graduates, they were asked to evaluate the content of Oakland's college preparatory courses. This meant examining various courses of study and textbooks to see whether the material covered was adequate as preparation for the university study. In turn, supervisors and high school department heads were asked to study the professors' report and discuss with the school board their reactions to it and possible next steps. Both board and school staff found this helpful.

EVERY good teacher wants to keep up with new developments in his field. Through inservice programs designed specifically to strengthen teachers' backgrounds in subject matter fields, professors have helped to make this possible.

Just a few of the inservice courses offered to San Francisco teachers during the last two years are cases in point. Elementary teachers have had a chance to study modern problems of the Middle East and Asia under political scientist Dr. George Noronha, of the University of San Francisco; natural science under members of staff from the California Academy of Science; characteristics of the earth in space under Dr. Albert Sumner, geographer from San Francisco State College; and California history under a number of eminent California historians. A series of lectures on Frontiers of Science, given by leading Bay Area scientists, was designed to bring science teachers up to date on current developments. This year 15 academic specialists in various phases of biology will conduct advanced workshop sessions about new biological discoveries.

Perhaps the first of its kind, one of San Francisco's inservice programs deals with structural linguistics, a scientific approach to description of language. Taught by John Dennis, assistant professor of language arts at San Francisco State, the course has evoked lively discussion about the traditional and linguistic approach to language.

"I'm learning something about what the public school teacher is up against, and teachers are learning about basic research in language. It's a valuable exchange," Mr. Dennis comments.

New frontiers? There are hundreds of them that educators and academicians have joined forces to explore. One of the most unusual is a program for intercultural understanding recently adopted experimentally by the Palo Alto school board. Developed by district staff and Stanford professors, it has a broad purpose: to increase understanding of world problems among students, staff and community.

The action program provides for (1) a yearly series of community lectures by outstanding national authorities on world problems, with follow-up seminars for teachers to discuss implications for education, and (2) opportunity for selected teams of teachers to spend a full year on leave from the district, living and studying in a major center of culture. Each year, after spending a

year in preparation studying the culture and learning to speak the language, eight teachers will live in the chosen country. When they get back, they'll conduct inservice programs for staff and develop curricula using materials and information collected during the year.

Developing world understanding is one of the central problems of American education today, asserts Dr. Rand, one of the chief planners. "You have to be immersed in a culture to understand it, and we believe that instruction can be greatly improved by placing teachers in direct contact with people of other cultures."

BUT COOPERATION isn't limited to current school operations. What's sometimes considered the hottest controversy between academicians and professional educators, the subject of teacher education has also been getting a mutual assist from both groups in California. With six members appointed by the Western College Association and six by the California Council on Teacher Education, the Joint Commission on the Improvement of Teacher Education in California is now in its second year of operation.

First official action was the publication of a series of "Basic Agreements" reached by the group about teacher preparation. The document begins with the statement, "preparation of good teachers is the function of the college or university as a whole."

The Commission recommends that every California institution preparing teachers set up a representative institution-wide policy body with responsibility for studying and improving teacher education. Several California institutions already have such groups, and others are now forming them. In the coming year, the Commission will sponsor regional conferences to discuss and encourage this kind of cooperation on every campus.

Reflecting the Commission's spirit, Dr. Fred T. Wilhelms of San Francisco State says, "We've argued, yes, but in the end, we have never had to settle for mere compromise. We have always been able to reach genuine agreements on fundamentals . . . because we have come the hard way to these shared fundamental convictions, we are able to talk about specific applications frankly and easily."

—JEAN VON CHRISTIERSON

By E. I. Sawin

Educators Assist Teachers in Professions

Professors learn how to teach in historic project at San Francisco State.

TWO PROFESSORS in a college of dentistry came to staff members of the division of education at San Francisco State College early last year with questions regarding instructional procedures, curriculum organization, and evaluation. They asked for courses in professional education which would help them deal with problems in teaching.

A new program, enrolling 45 persons, under way since last September, seeks to apply principles of education and psychology to the improvement of curriculums for educating professional personnel and to improving instruction in professional schools.

Dr. Charles Scrivener and Dr. Emmett Stanton of the College of Physicians and Surgeons of San Francisco, were convinced that they must relate course offerings in education to the problems of dental education. They found a colleague of similar interests in Dr. Howard Myers, associate professor of oral biology and biochemistry in the schools of dentistry and medicine, University of California. An initial planning group of the three doctors met with six members of the State College staff.

The planners discovered several problems in establishing a program. One was the fact that students would be persons highly trained in their own fields, such as biochemistry, anatomy, or operative dentistry. This is content with which professors of education are not familiar. On the other hand, the professors of dentistry needed some under-

standing of principles of learning and of curriculum development for which most of them had little background. This required use of a method of teaching that would enable mature minds to grapple with the discipline of professional education.

Such a course required instructors who could handle the problems of learning theory and curriculum construction flexibly and selectively, inducing applications to fields that were unfamiliar to them. It also meant developing an active approach to learning on the part of participants in the course. It was necessary that participants be responsible for identifying many of the problems to which educational concepts and procedures were to be applied. They also had to accept much of the responsibility for recognizing educational concepts and principles that are applicable to their own fields. In addition, it was essential that they find ways to institute experimental procedures in revising either instruction or curriculum, or both.

Many of the usual kinds of text books on education have been found to be unsuitable for the group. In some cases research reports on specific investigations were found more useful than textbooks for the clarification of concepts and principles. This required a search for materials appropriate to the problems under study.

Now, almost two years after the initial inquiries, operating successfully is a series of three courses in education for teaching in the professions. The three courses are *Foundations for Programs in Professional Education*, *Curriculum Development in Professional Education*, and *Instruction in Professional Education*.

The detailed course plans and the sequence were developed primarily by Hilda Taba and John Robinson of the state college staff on the basis of their experience in conducting the first courses. At the present time two of the above courses are being conducted by the writer. The third course will be offered in the Spring semester.

The first course deals primarily with some selected problems of learning

most relevant to problems in professional teaching fields identified by students. Such topics as the nature of the learning process, transfer of learning, motivation, and selection of curriculum content are treated as well as introduction to curriculum development, analysis of objectives and problems of evaluation. This first course is considered to be primarily a diagnostic or transition course. In the second course the center of attention is on relating the concepts and principles developed in the first course to the principles and methods of curriculum construction. Principles of curriculum organization are introduced to aid participants in making applications to their own courses and in exploring effective ways of conducting a curriculum revision.

In the third course application is made of educational and psychological principles to assist class members to improve on the effectiveness of instructional procedures. Consideration is also given to educational evaluation as a tool for instructional improvement and to problems in human relations which are commonly encountered in the exercise of leadership toward improvement of instruction.

Most of the participants in these courses have been, and still are, professors of dentistry. Other groups are also represented, however. These include teachers of nursing education, teachers of rehabilitation counseling, and instructors in education of teachers of the mentally retarded. It is anticipated that the program can also be made to serve persons developing education programs for social workers, others developing programs for YMCA and YWCA workers, and industrial personnel developing employee training programs. There also have been some expressions of interest by persons teaching in other professional fields.

The reactions of students in these courses are generally favorable, but no claim can be made that every student who has enrolled has fully accepted the value of the program. In a very few cases the philosophical orientation of a student has been very different from

Dr. Sawin is associate professor in the division of education at San Francisco State College. Others on the staff who assisted in the program described included Drs. John Robinson, Hilda Taba, and Robert R. Smith. Dr. Scrivener is associate dean and associate professor of operative dentistry and Dr. Stanton is assistant clinical professor of operative dentistry at College of Physicians and Surgeons of San Francisco. In addition to those named, participating members of the State College faculty included Drs. Dale Draper, Arch Lang, Grant Marsh, and William Usdane.

the approach used in the course with the result that little progress was made by the student. It is apparent, however, from the rapid growth of the program, that most participants find it of value. The students already have advanced degrees. They are also very busy in their work. The fact that they find time to take the course is strong evidence of the value of the program.

One outcome reported by participants is a broadening of perspective. Some students report that they now see problems in their educational programs that they previously did not know existed. One member of the group has changed his course in oral histology from predominantly a lecture course to a seminar. Another has reorganized his course in biochemistry for dental students and has prepared an article describing the new course. The article has been accepted for publication in the *Journal of Chemical Education*. At least two other articles on specific programs of education for a profession are being prepared by members of the classes.

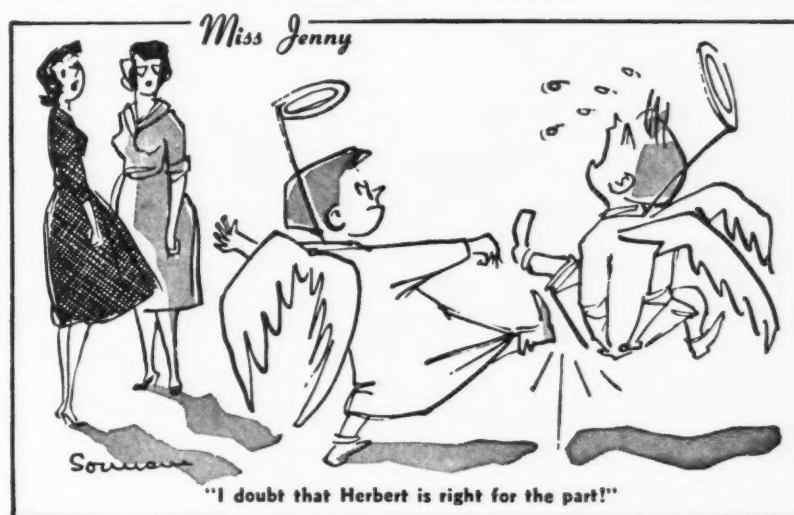
In addition to taking the series of three courses, four of the professors of dentistry have either formally enrolled or are planning to enroll in a program of studies leading to an unspecialized Master of Arts degree in Education. This provides further indication of the seriousness with which these professional men take their studies of educational principles and procedures.

Another outgrowth of the program is that the cooperative planning for the courses has resulted in a proposal to the National Institute of Health, jointly sponsored by the College of Physicians and Surgeons of San Francisco and San Francisco State College, for federal funds to finance development of a pilot program for preparing graduates in dentistry for teaching positions in college. The proposed two-year program would draw on the combined professional resources of the two institutions.

It is very encouraging to note that significant outcomes have already accrued from the program even though no participant has yet completed all three of the courses in the series. Additional experience with other groups is necessary before broad generalizations can be drawn, but results show that this group of professors of education and professors in technical fields have been able to work together effectively in a cooperative study program. Moreover, the outcomes to date encourage the belief that a considerable amount of transfer of

learning actually does occur from the classroom to the practical situation. It will be most interesting to assess new developments along this line as the participants progress further through the series of courses and as time provides them with more opportunities to work out applications of what they have learned to further improvement of course offerings and instructional procedures.

It likewise will be of interest to observe the outcomes as teachers in a wider variety of professional fields progress through the program. The faculty members from professional education are especially interested in seeing whether or not the approach being worked out with the present class memberships will have durable values and will be adaptable to other groups teaching in professional schools. ★★



It's Good to Laugh

Cartoon above is reprinted here by permission
of the Journal of Arkansas Education

SUGGESTIONS
we hope prove helpful

Last two weeks before school closes for the holidays, what with Christmas play or cantata, the children making gifts as art or other classroom projects to give parents (and regular work going on) things can get a bit tense.

But, with a sense of humor, many a difficult situation can be passed over if the youngsters themselves can see a funny side.

One elementary school teacher during this period opened up a 5 minute joke period. Youngsters can tell something funny, draw a picture to illustrate a laughable

situation, bring in a picture, joke or short funny story.

Teacher herself contributes to the merriment. Laughing, even giggling, is enjoyed by all and tension is released. The fun over, everyone seems to settle down at the more serious business at hand.

Parents reported that much of this good spirit enkindled by this little 5 minute fun-break, carried over into the home. The children brought home the jokes, and mother and dad and all passed on anything funny they had found to be taken back to school.

Wholesome holiday treat



After day-on-the-go at school and during the hectic holidays, see how quickly the lively flavor of delicious Wrigley's Spearmint Gum helps brighten you up.

(And, chewing aids digestion too.)

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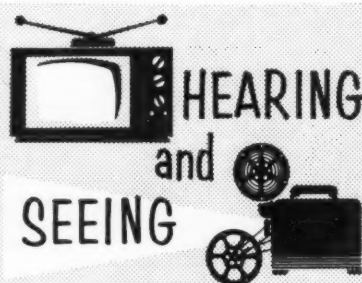
Please send details of your 1961 tour to South America.

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I (am, am not) interested in University Credit.

Names of friends who may also be interested:



Television, radio, films—
power tools for learning

NEW BOOKLET in a/v field is *Graflex Audiovisual Digest*, 52-page publication covering such items as photographic hints and aids, international tape exchange, television in education and tachistoscopic training. Reprints in first edition include articles by Edgar Dale, Robert M. Sekerak, of Cal-Poly Kellogg-Voorhis Campus, and Lester B. Sands, U.C., Santa Barbara. Price is 25c from Graflex, Inc., Dept. CTA, 3750 Monroe Avenue, Rochester, New York.

A system of making plastic transparencies for use with overhead projectors has been worked out by Minnesota Mining & Manufacturing Co. Ordinary Thermo-Fax Copier is used, but instead of usual copy paper, Thermo-Fax projection transparencies are used with material to be copied. Minnesota Mining has not hitherto offered this process. More information from the firm at Dept. CAL, 900 Bush Avenue, St. Paul 6, Minn.

Guidance & Counseling Films

Society for Visual Education and Family Films has a series of guidance strips with accompanying records. Ready so far are: "Dating Topics for Young Teens," and "Dating Topics for Older Teens." Each set contains four filmstrips and one record, priced at \$25.50 the set. Further information from SVE, 1345 W. Diversey Parkway, Chicago 14.

United World Films has readied a new 24-page catalog of U.S. Govt. films for industrial training and vocational school courses. Ready also are films on military careers: "Officer Candidate School," "The Navy Goes to Church," and "Military Lady." Full information from UWF (Govt. Dept.), 1445 Park Avenue, New York 29.

Miscellaneous Films

"The Workshop Process," 12-min., 16 mm., b&w film, demonstrates workshop in action. Emphasis is placed on participants functioning as individuals in group situations, characterized by mutual help and assistance. Sale price \$55, or available for rental. Request from Dept. of Visual Communication, U.C. Extension, Los Angeles 24.

"California and Its Natural Resources," is now available for free short-term loan for group showing through Graphic Services, Bureau of Mines, 4800 Forbes Ave., Pittsburgh 13, Pa. This new version emphasizes contribution of mineral and energy resources to California's progress. 16 mm., 30 min.

In field of science, Film Associates offers two new films: "Asteroids, Comets and Meteorites," and "What's Under the Ocean?" Literature on either from Film Associates, 11014 Santa Monica Blvd., Los Angeles 25.

CTA CENTRAL COAST SECTION is again sponsoring an Educational TRAVEL TOUR TO EUROPE (INCLUDING SCANDINAVIA)

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United World Films adds "Way Stations in Space" to its list of elementary science films.

Looking for teaching films in physics? Modern Talking Picture Service, 444 Mission St., San Francisco, has literature on the physics films of the Physical Science Study Committee (Educational Service, Inc.). More than 50 films are listed.

Educational Television

National Association of Educational Broadcasters, meeting in San Francisco in October, heard FCC Commissioner Robert E. Lee say that NAEB should not be satisfied with only one educational station in each major city. This is not enough to meet demands of this generation, much less demands of the future. Lee claimed the only way space will be found for future demands is in UHF portion of the spectrum. More VHF space will be unavailable because of compelling military requirements. In outlining proposal, Lee called on educational broadcasters to stake claims now in UHF space. [Of 51 ETV stations presently on air, nearly all are in VHF band. This is in addition to about 150 closed circuit television (CCTV) installations now being operated by schools and colleges.]

David Stewart, Joint Council on Educational Television, believes that FCC approval for educator operation of intracity microwave TV facilities will trigger fast growth in state and regional networks. Stewart predicts that by year's end, there will be 60 ETV stations in operation, reaching nearly 75 million people.

Florida maintains lead in ETV stations, with five now operating, and applications for ten more UHF channels. School officials there say vast use of ETV puts total school building (including auditoriums and cafeterias) into fulltime use.

New uses for ETV are coming up, with 31 research projects being conducted under NDEA. Included are teacher training, challenging superior students and one to overcome audience resistance to learning by TV.

"Classroom Nine," program from George Washington University, will be rebroadcast through Voice of America to 58 different countries and 13 language areas. The course, "The Human Body," concerns itself with how life adapts to environment, how bodies adjust, and how man has shaped his world.

Edward G. Sherburne, Jr., head of visual communications at U.C. Extension, Berkeley, had an article on future ETV research in July-August issue of *A-V Communication Review*.

New York City Board of Education now grants in-service credit to junior and senior high school teachers who successfully complete current "Continental Classroom" course in Modern Algebra. Each teacher enrolled will be required to take examinations and complete all assignments.

Bulletins on TV

"Teaching Through Television," report on current use of TV in schools in western Europe, is available for 75c from Organization for European Economic Co-operation, 1346 Connecticut Avenue, N.W., Washington, D.C.

Installation and physical operation of CCTV installation at Hunter College, New York, is described in Bulletin No. 15 of General Precision's "The TV Educator." Project, devoted to teacher education, was inaugurated under guidance of Dr. Herbert Schueler, director of teacher education at Hunter.

"Needed Research in School Broadcasting," is available free from I. Keith Tyler, Bureau of Educational Research and Service, Ohio State University.

Commercial TV

December programs for "Expedition!" (ABC-TV networks) will cover "Survivors of the Ice Age," December 13, and "Last of the Nomads," December 20, both programs on the Laplanders. These films won international honors at the 1957 Cannes Film Festival. December 6 and 27 will be local programs. In San Francisco area, these will cover "Disaster 1906," story of the earthquake and fire, and on December 27, "Bonanza and Boom," story of Bay Area's growth and development.

Classroom Worksheets for "Science in Action," shown over Bay Area station KRON, are available from California Academy of Sciences, producer of the show. San Mateo teacher Margie S. Downey prepared the teacher's guide which accompanies the Worksheets.

American Heritage in a recent edition says "stink of evil" hangs over movie and television westerns because of distortion of facts about so-called "Western heroes." Truth is, says the magazine, many of the "brave marshals" in real life were criminals, deviates and small-time gamblers; there weren't any "walk-downs" and most of the shooting was done in the back. Earp, Masterson and Hickok are among "idols" shattered in the *Heritage* article.

New shows coming up:

"Quest," 1-hour show, will spotlight distant peoples in transition or crisis, and men who would lead them into the 20th century, or through struggle of development. Primitive societies, some almost in Stone Age, will be among those covered. (NBC)

"World Wide 60" started 1960-61 season in mid-November. New topics to be covered include "The Story of the Quakers," "The Undersea Frontier," "The National Purpose," travel essays by David Brinkley and letters of Vincent Van Gogh. (NBC)

"Golden Child," original 90-minute Christmas opera, Friday, December 16. (NBC)

"CBS Reports," some time before the New Year holiday, will show result of motor traffic experiment filmed over Labor Day weekend. In five areas throughout nation, CBS teams spent four days recording American driving performance. Los Angeles county is one of five areas covered. Results are expected to be deterrent to reckless driving.

Meeting

Annual Western Radio-TV Conference will be held in Salt Lake City at Hotel Utah, February 23-25. Demonstrations of new developments in broadcasting will be shown, among them a low power, low-cost multiple channel UHF-ETV station.

V.L.T.

PAPERBACK ON SCIENCE

California Association for Supervision and Curriculum Development (CASCD) has just published *Leadership for Science in the Elementary Schools*. Paperback, 88 pages, it is intended to serve as a source-book of ideas for developing a good elementary science program. A ready-made course of study is not provided, although guidelines are offered for determining in broad measure the content of a good program. \$2.50. Order from CASCD, 1705 Murchison Drive, Burlingame.

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Current and interesting **BOOK REVIEWS** for the profession

A PRACTICAL INTRODUCTION TO MEASUREMENT AND EVALUATION, by H. H. Remmers, N. L. Gage, and J. Francis Rummel; Harper & Brothers, New York, 370 pp., 1960, \$4.75.

It is indeed rare that a book in this field may be described as "interesting." Yet the authors of this text declare from the start that it is designed to serve in a one-semester course for teachers, counselors, and administrators. Further, it contains all that may be learned from a textbook as well as what it is possible for a teacher to apply within his own classroom and school. Hence, the key word in the title: practical!

The authors may endear themselves further to potential users by stating of teachers that "they have a lot to do besides measuring and evaluating . . . we have tried not to let love of our subject blind us to realities of the teacher's situation."

Upon this foundation, the book is a suitable, useful text. It offers a basic orientation to the

whys and hows of measurement and contains a satisfactory section on statistical concepts.

The "how-to-do-it" approach presents the school testing program, evaluation of classroom teaching, and measurement of personality as major areas in this field.

An important feature is the outline of contents which precedes each chapter and facilitates review and study. Chapters contain laboratory exercises and discussion questions as well as suggestions for further, individual study. The appendix includes a helpful glossary of common measurement terms and a list of current test publishers.

Two final comments: this book would be used best with students who have actually begun their service as classroom teachers. It should be made clear that much of the material is taken from an earlier, more extensive work by the two senior authors.

—NATHAN KRAVETZ
Los Angeles

FINANCING THE PUBLIC SCHOOLS, by Johns and Morphet. Prentice-Hall, Englewood Cliffs, N.J. 1960. 566 pp., \$9.

"This book is concerned primarily with the financing of the public schools and with the business administration policies and procedures essential to the conservation and wise utilization of funds, facilities and people," according to the authors, Roe L. Johns, Head of the Department of Educational Administration of the University of Florida, and Edgar L. Morphet, Professor of Education at the University of California, Berkeley.

The authors have succeeded in treating both the broad over-all problems of school finance on a national basis and the details of finance administration in the local school district.

Included in each chapter is a discussion of specific problems and issues on which decisions must be made.

Over-all problems of school finance which affect all levels of government are explored in the early chapters. These include "Finance and the Educational Program," "The Problem of Support," "The Economics of School Finance," "Trends in Demand and Expenditures for Public Education," "Taxation and Sources of School Revenue," "Inadequacies in Opportunity, Ability and Effort," and "Legal Basis for School Finance."

Other chapters deal in detail with local financing, state financing, and federal support.

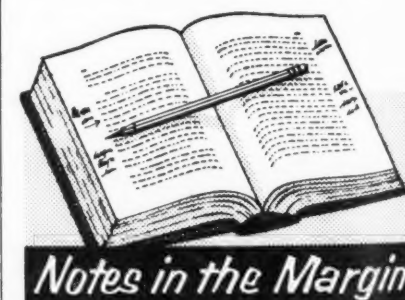
The last six chapters are concerned with the actual business administration of the local school district, including "Development and Administration of the School Budget," "Finance and Personnel," "Financial Accounting," "Spending and Safeguarding School Funds," "Protecting Property and Persons," and "Central Services of Business Administration."

The authors are well known for their books and articles in this field and have served as finance consultants for many state and local school systems.

—PAUL D. EHRET
San Leandro

MORE ON FINANCE

From the NEA Committee on Educational Finance comes a new booklet on the financing of public education: *What Everyone Should Know About Financing Our Schools*. Already in its third printing, it answers such questions as, "Why have school costs grown?" "Are we investing enough in education?" and "Can the American economy finance an increased investment in education?" 63 pp., 50c. Other NEA publications on financing education are listed in a new pamphlet available from CEF at NEA, Washington, D.C.



"SCHOOL GUIDANCE Can Save Our Children" is a new reprint offered through NSPRA's School Bell Packet Reprints list. Originally appearing in the *Saturday Evening Post*, the article, by Earl H. Hanson, Rock Island (Ill.) superintendent of schools, tells how guidance programs rescue students who are "emotionally and scholastically at sea in the tumult of mass education." Priced at 15 reprints for \$1 (min. order), the reprint may be ordered from National School Public Relations Assn., 1201 - 16th St., N.W., Washington 6, D.C.

American Personnel and Guidance Association has published a 56-page manual for administrators of scholarships, loans, student employment and other forms of aid. Designed

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for use by college and university financial aid officers; the book, *Student Financial Aid: Manual for Colleges and Universities*, will also be of interest to high school guidance counselors. \$1.50 from AP&GA, 1605 New Hampshire Avenue, N.W., Washington 9, D.C.

The National Defense Student Loan Program: Basic Facts, a 10-page booklet issued by U.S. Dept. of HEW, will answer questions most frequently asked by students, college administrators and the general public. Price, 10c from U.S. Govt. Printing Office, Washington 25, D.C.

Growing interest in information about occupational training courses for girls and women, now a large segment of U.S. labor force, has caused both U.S. Dept. of HEW and California State Dept. of Education to issue booklets on the subject. HEW publication is *Trade and Industrial Education for Girls and Women* (OE-84002), may be obtained for 30c from U.S. Govt. Printing Office; California publication is *Career Guidance for Girls*, identified as Vol. XXIX, No. 3, March 1960.

Professor E. E. Roberts of Bethany College, West Virginia, has written *Operation I.Q.*, with explanatory sub-title: "How to Get into College and Stay There." Theory is that two-thirds of college students who do not get a degree could achieve one by observing certain rules. Information is practical and optimistic. Published by Henry Stewart, 210 Ellicott St., Buffalo 3, N.Y. \$2.00.

Also in this field is a new, revised edition of *How to Get Into College*, by Frank H. Bowles, president of the College Entrance Examination Board. Publisher is E. P. Dutton & Co., New York. 185 pp., \$2.95.

Miscellaneous Career Publications

—*The Educator . . . and the Atom*, 46-page booklet reviews current progress in nuclear training, as well as federal programs of financial assistance to either institution or student for nuclear training. Free from Baird-Atomic, Inc., 33 University Road, Cambridge 38, Mass.

—*The Navy Blue Book*, latest in a series of books about the Armed Forces being published by Military Publishing Institute, Inc., 55 W. 42nd St., New York 36. Dr. Hitchcock, of AP&GA, is quoted as saying, "The books look fine, and I was impressed with them. . . ." Soft-cover editions from the Institute are \$1.50.

—*Your Career Opportunities in Pharmacy*, 32-page booklet offered free by Chas. Pfizer & Co., 800 Second Avenue, New York 17. First offered two years ago, booklet has been reprinted to fill requests still coming in after first printing of 450,000 copies had been exhausted.

U. S. Dept. of Health, Education and Welfare's series, "New Dimensions in Higher Education," has reached Booklets 3 to 5: *The Experimental College* (No. 3), *Impact of College* (4), and *Management of Learning* (5). Nos. 3 and 4 are 15c each, no. 5, 20c. Order from U.S. Govt. Printing Office.

Third Newsletter on NEA's Project on the Academically Talented devotes its first seven pages to three Project publications in modern foreign languages, social studies and science. Section on Research covers underachievement, creativity, potential, and the counselor and research. Under "Miscellany," the bulletin

(Turn to page 31)

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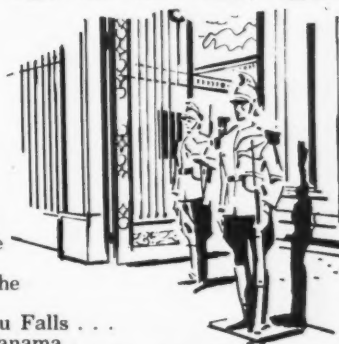
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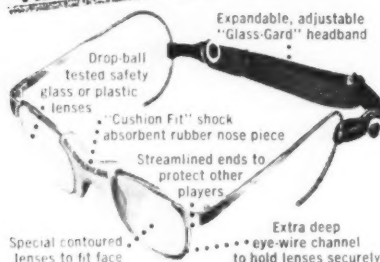
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Who Should Go to College—And Where

(Continued from page 14)

courses." While these two recommendations were not included in the mandatory sections of the Master Plan, they were attached to the Plan as recommendations and hence carry considerable weight.

Committees are at work throughout the State deliberating on the question of whether or not these recommendations are to be supported, and if so, how they can be implemented. The writer is not a member of any of these committees, but as a faculty member in a state college who has been concerned with the matriculation and education of college students in this State for over 30 years, I would like to outline some of the factors related to the question of "Who should go to college and where?" which need to be considered by persons concerned with the public support of higher education in California.

Historically, colleges and universities, when they were first organized and before prestige and tradition had insulated them from the occupational needs of the communities which they served, tended to set up standards of admission which reflected the knowledge and skills of the various fields of work.

By testing student proficiency in Latin and Greek, Harvard College was able to select those students with the greatest likelihood of becoming successful ministers.

During the more than 300 years since the founding of Harvard College, there

has been a rapid expansion in the curricular offerings of colleges and universities in response to the demand for college-trained individuals in an ever-widening circle of occupations. Majors in medicine, law, public administration, teaching, engineering, business, nursing, and many others have been introduced into the curricula of institutions of higher learning.

The example of Harvard College contains two sound principles which should guide all college admissions. The institution where the standards are employed should be responsive to the occupational demands of the society in which it is located, and it should include in its offerings courses which are needed in preparation for entrance into the occupations. It should use admission procedures which tend to select students who are the most likely to succeed in these fields.

But these guiding principles are often forgotten by colleges and universities as they get older and become well-established and as a result, they fail to respond to the community's demand for new courses and new majors. And even when they do introduce new major fields of study, they often continue to use old admission standards which in years past were effective in selecting students for certain occupational fields, but which may or may not be so useful for predicting success in the newer majors.

Some institutions, desiring to simplify admission procedure and avoid the necessity of relating admission requirements to their ever changing curricula, select only the most generally brilliant students because such students are able to adjust themselves to a wide range of curricular offerings. This rough type of admission procedure succeeds pretty well, but is wasteful of student talent. In these days when there is a great demand for individuals who have learned to make effective use of the abilities they have, such admission procedures are economically and morally indefensible in public-supported institutions of higher learning.

But in addition to selecting students who are most likely to succeed in course requirements for certain occupational fields, admission standards must also reflect the general education requirements of the particular institution where the student matriculates. Because there is no general agreement as to what these requirements should be and because so much pressure is exerted by departments for an ever-increasing

amount of course work in the various occupational majors, it is difficult to set up admission standards which meet both general and special education goals. Most institutions achieve an uneasy compromise on this issue which often pleases no one. While there seems to be no ready answer to the general education requirement, it is an area which should receive serious study before admission standards are set up for various colleges and universities.

The requiring of a specific pattern of high school subjects for admission to college is one of the most controversial subjects in college admissions. Brown³ in 1931 reported that from 50 to 75 per cent of American colleges used specified high school courses as part of their college admission standards. But Wrenn⁴ in 1951 wrote: "The studies made and reviewed by Douglas and the later ones reviewed by Vaughn indicate conclusively that adherence to a specified pattern of high school subjects as the basis of admission is without proof of merit. It bars from college those who would be successful and admits many who might have been spared failure if more valid criteria had been employed."

Many institutions, in an attempt to meet such criticisms, have supplemented the high school subject requirement with standardized aptitude tests and personal interviews. This combination of admission procedures has tended to yield more significant predictive coefficients than high school grades alone.

Limitation of space does not permit a fuller development of other aspects of the problem which need to be considered if the question of "Who shall go to college and where?" is to be answered for California. The following additional factors I present in an abbreviated form.

1. Individual differences in course offerings and in admission standards in institutions of higher learning in California should be encouraged so long as the schools make adequate provision in their curricular offerings for general education appropriate to the level of instruction.

2. Individual institutions should be encouraged to experiment with and to adopt standards of admission which have demonstrated their effectiveness

in predicting student success in the subjects taught in the institution.

3. A thorough program of standardized testing, faculty advising, and counseling by trained personnel, is an indispensable complement to a program of admissions which accepts students with a wide range of capacities to study in a college offering training for a broad distribution of occupations.

4. The fact that research studies indicate that up to 50 per cent of students drop out of four-year colleges by the end of their sophomore years does not necessarily mean that these individuals have not profited from their college experience and the persons paying for the education have not received a good return from their investment. Where effective counseling services are available to such students, they can achieve great benefits from brief attendance in college.

5. An important consideration in seeking an answer to the question of which students should go to a particular institution of higher learning in California is the geographic location of the college or university. The strategic location of state colleges in California has been one of the major factors in their growth.

6. The program of identifying and encouraging capable high school graduates to go to college (who now do not do so) is a worthy one, but the influence of social and emotional factors in student decisions to go or not to go to college must be considered as well as their lack of finances.

7. No major change in admission standards to public-supported colleges and universities in California should be made solely as a means of reducing the cost of higher education.

8. Research studies on the needs of students for college training, the higher education requirements of the community served by the college, and the institutional ability to provide appropriate training should determine who should go to college and where in California (rather than power politics and institutional prestige).

9. California State Colleges have grown from 8000 students in 1930 to over 80,000 today in part because their admission standards are inclusive rather than exclusive; because they emphasize service to students and to the communities where they are located. If these colleges are to continue to serve California as they have in the past, this philosophy of education should be kept in mind in setting their standards of admissions for the days ahead. ★★

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³Brown, E. J., A Study of the Facts and Conditions Involved in the Problem of College Admissions. Kansas State Teachers College of Emporia, Studies in Education, #4, 1931, 8-45.

⁴Wrenn, C. G., Student Personnel Work in College. Ronald Press, 1951, 425.

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Off-campus activity of students and legal responsibility of faculty sponsors is subject of legal opinion

TEACHERS who accept periodic professional assignments in chaperoning student off-campus activities under the auspices of the school often face problems concerning their liability.

A group of teachers from a junior college came to CTA last spring and asked a number of questions based on a policy statement issued by the district board through the administration. Dr. Kenneth R. Brown, of the CTA professional services office, referred the questions to the firm of Johnson and Stanton, CTA attorneys, to obtain a legal opinion in behalf of the faculty association.

Thomas E. Stanton Jr. responded to certain paragraphs from the policy which specifically forbade student drinking and suggested that other violations of behavior standards would result in denying campus sponsorship of student organizations. The questions—and his detailed answers—are reproduced below as a possible guide to California teachers who may face similar problems:

Question: If there is an infraction of the Board ruling against drinking, can the chaperon be charged with contributing to the delinquency of a minor if a minor student drinks at such an affair?

Answer: Anyone can be charged with the commission of a crime. Normally, however, a criminal charge is not filed unless there is reasonable cause to believe that the person against whom the charge is filed has been guilty of a criminal offense.

The courts have held that the crime of contributing to the delinquency of a minor is established by proof that the defendant was guilty of "acts or omissions . . . which tend to cause or encourage the minor to lead an idle, dissolute, lewd or immoral life" (*People v. Deibert* (1953) 117 C.A. (2d) 410, 416). In the *Deibert* case the Court held that the proprietor of a tavern was guilty of contributing to the delinquency of minors when he permitted a bartender employed in the tavern to serve "coke highs" containing whiskey to the minors. On the other hand, in *People v. Simon* (1955) 45 C. (2d) 645, the Court held that the mere fact that defendant

was walking on the street with a minor who had a bottle of liquor in his possession did not furnish reasonable cause for believing that defendant was guilty of contributing to the delinquency of the minor.

Since the chaperon is charged with the duty of enforcing the school board's resolution banning the use of alcoholic beverages at any social event which is held in the name of a student club, a failure on his part to enforce this rule in a particular instance could subject him to a charge of contributing to the delinquency of minors participating in the event who drink in violation of the resolution.

Question: Can the chaperon be held liable for property damage and bodily injury at such functions?

Answer: Section 1044 of the Education Code requires a school district board to insure against the personal liability of employees of the district for damages to property or damage by reason of death or bodily injury as the result of any negligent act by the employee "when acting within the scope of his . . . employment." The "Handbook for Sponsors," which you quote, makes clear that the District provides such insurance for faculty sponsors of "any approved college activity." Accordingly, while a chaperon might be liable for property damage or bodily injury at a college function due to some negligent act or omission on his part, he would be protected by insurance if the function was an "approved college activity."

Question: Can legal damages be assessed against the chaperon?

Answer: See the answer to question above.

Question: Might the chaperon be forced to employ an attorney to defend himself against suit?

Answer: If the chaperon is protected by insurance under the conditions stated in the answer to question 2, the insurance company would provide an attorney to defend the chaperon against any claim or suit.

Question: Might the teacher be in danger of losing his credential as a re-

sult of losing such a suit or being charged with contributing to the delinquency of a minor?

Answer: The State Board of Education is authorized to revoke or suspend a teaching credential for immoral or unprofessional conduct or for the commission of any act involving moral turpitude (Education Code Sections 13202 and 13129(e)) and the Board is required to revoke such a credential upon the becoming final of the conviction of a teacher of a violation of Welfare and Institutions Code Section 702, which defines the crime of contributing to the delinquency of a minor (Education Code, Section 13206).

In our opinion, the mere fact that a teacher has lost a damage suit because of negligence in the performance of his duties as a chaperon, or the mere fact that a teacher has been charged with contributing to the delinquency of a minor because of an incident occurring while he was a chaperon, would not furnish ground for the revocation of the teacher's credential. It would be necessary to establish in each case that the teacher was guilty of some act or omission which was immoral or unprofessional or involved moral turpitude. In this connection our Supreme Court has held that the offense of giving an alcoholic beverage to a minor does not in every case evidence a bad moral character and that moral turpitude is therefore not inherent in such an offense (*Lorenz v. Board of Medical Examiners* (1956) 46 Cal. (2d) 684, 687). If the acts or omissions of a chaperon, however, resulted in the conviction of the chaperon of the offense of contributing to the delinquency of a minor as defined in Welfare and Institutions Code Section 702, the State Board of Education would be required to revoke the teacher's credential.

Question: If the chaperon terminates the function before the scheduled time of closing because of a violation of rules and the students refuse to leave, what is the chaperon's liability if he then leaves?

Answer: In our opinion, the chaperon would be obligated to remain at the function at least until the scheduled time of closing, so long as he had knowledge that students were refusing to heed his instructions to leave the function. The chaperon would also be obligated to report the disobedience of the students to the college authorities so that appropriate corrective action could be taken. ★★

COUNSELING IN EL MONTE

(Continued from page 15)

program. New teachers who come into our district have praised the assistance available under such a program.

Statistically we know that there has been a definite lowering of the dropout rate during the past 15 years. More students are gaining the self-knowledge and achievement necessary for normal progression through school. Other statistical evidence is the very low rate of referrals to Juvenile Court, a small fraction of one per cent. But the most important result of this program has been the fine cooperation and effective work of administrators and teachers working with the counselors as a team to discover the potential of students and to develop them to the highest degree.

We have no Utopia in our high school district. We still have our "failures" and some "problems." Some of these are beyond the help of either teacher or counselor, but others are the measure of the distance we have yet to go in distinguishing between "symptom" and "cause"! ★★

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CTA FINANCIAL STATEMENTS

Statements below and on the opposite page have been taken from the latest audit of financial records of the California Teachers Association, made by Jorgenson and Tommarcher, certified public accountants, San Francisco. The statements are for the state association only. An audit for a period of six months became necessary when the fiscal year of the state association was changed from the calendar year to the period beginning July 1 and ending June 30. The next audit will be for the twelve-month period ending June 30, 1961.

The change in the accounting period to correspond with the natural business year of the Association was necessitated to reflect more clearly the matching of expenditures to current membership dues income within the period of their col-

lection. The 1960 membership dues have been fully realized as earned income as of June 30, 1960. No deferral of income to succeeding periods is to be made. The accompanying financial statements are for the period beginning January 1, 1960, and ending June 30, 1960. Within this six months, a full year's membership dues for 1960 has been reported as income; whereas, the reported expenses are for only a six-month period. The change in the accounting period and method of reporting dues income made this type of reporting unavoidable, and, as a result, the excess of income over expenditures as shown on the accompanying exhibits is much higher than normal.

WALTER MAXWELL
Assistant Executive Secretary

CALIFORNIA TEACHERS ASSOCIATION COMBINED BALANCE SHEET - GENERAL FUND AND BUILDING FUND JUNE 30, 1960

ASSETS	LIABILITIES AND SURPLUS		
	Combined	General Fund	Building Fund
Current Assets			
Cash in banks and on hand	\$ 33,726.13	\$ 26,278.57	\$ 7,447.56
Accounts receivable, less reserve for uncollectible accounts of \$1,620.10	23,722.87	23,722.87	
Due from Sections for 1960 membership dues	285,142.55	285,142.55	
Inventory of materials, supplies and books	13,346.95	13,346.95	
Interfund receivable - due from Building Fund - Contra	365,981.83	365,981.83	
Total Current Assets	721,920.33	711,472.74	7,447.56
Fixed Assets - at cost			
Buildings	2,017,395.74	218,116.11	2,017,395.74
Furniture, fixtures and equipment	2,235,511.85	218,116.11	2,017,395.74
Total	4,252,907.59	436,232.22	4,036,675.35
Less: Accumulated depreciation	2,124,081.71	136,888.29	1,987,193.42
Land - building site	313,421.37		313,421.37
Land - other than building site	2,137,505.08	136,888.29	2,300,617.79
Total Fixed Assets	2,556,482.31	136,888.29	2,399,534.02
Total Assets	\$3,281,433.68	\$877,452.10	\$2,406,981.58
Other Assets			
Leasehold improvements, net of \$4,073.61 amortization	5,389.86	5,389.86	
Prepaid expenses and deferred charges	16,614.13	16,614.13	
Refundable deposits	3,204.50	3,204.50	
California Teachers Association Permanent Fund - Contra	882.55	882.55	
Total Other Assets	26,091.04	26,091.04	
Total Assets	\$3,281,433.68	\$877,452.10	\$2,406,981.58
Current Liabilities			
Note payable to bank, unsecured	\$ 50,000.00		\$ 50,000.00
Note payable to building contractor, unsecured	116,384.16		116,384.16
Note payable to bank - amount due within one year	68,280.00		68,280.00
Accounts payable	12,786.18	\$ 4,521.15	8,265.03
Accrued interest payable	6,222.85		6,222.85
Employees withholding taxes payable	10,464.08	10,464.08	
Payroll taxes payable	4,691.03	4,691.03	
Due Retirement Fund Trust	33,877.62	33,877.62	
Advance registrations - Seminar for Chapter Presidents	11,502.50	11,502.50	
Interfund payable - due General Fund - Contra	365,981.83		365,981.83
Total Current Liabilities	680,190.25	65,056.38	615,133.87
Long Term Liability			
Note payable to bank, secured by Deed of Trust on Land and buildings	1,234,695.04		1,234,695.04
Less: Payments due within one year	68,280.00		68,280.00
Total Long Term Liability	1,166,415.04		1,166,415.04
Funds			
Special Fund	2,188.34	2,188.34	
California Teachers Association Permanent Fund - Contra	882.55	882.55	
Total Funds	3,070.89	3,070.89	
Capital			
Paid in Capital:			
Life Membership Fund	11,304.65		11,304.65
Surplus:			
Balance, January 1, 1960	737,909.53	171,150.61	566,758.92
Add: Excess of income over expenses, January 1, 1960 to June 30, 1960	685,543.32	638,174.22	47,369.10
Balance, June 30, 1960	1,423,452.85	809,324.83	614,128.02
Total Capital	1,434,757.50	809,324.83	625,497.12
Total Liabilities and Surplus	\$3,281,433.68	\$877,452.10	\$2,406,981.58

CALIFORNIA TEACHERS ASSOCIATION GENERAL FUND STATEMENT OF INCOME AND EXPENSES JANUARY 1, 1960 TO JUNE 30, 1960

Income	
1960 Regular Membership Dues, Excluding \$1.00 Allocated to Building Fund	\$ 1,283,388.00
1960 CSTA Membership Dues	4,906.00
Life Memberships	212.00
Retired Memberships	316.00
CTA Journal—Display Advertising	36,034.50
NEA Allowance	1,090.00
Subscriptions	673.77
Placement Service Fees	7,473.78
Placement Registration Fees	5,090.00
Subscriptions to Research Publications	1,636.02
Other Publication Sales	2,009.98
Contracts for Research Services	1,000.00
Services to Affiliates and Sections	3,029.89
Utilities and Maintenance Payments	3,605.58
Miscellaneous Income	3,239.48
Total Income	\$ 1,353,705.00

Expenses	
Administrative Services	47,519.73
Business Services	42,180.95
Commission on Educational Policy	4,616.12
Commission on Higher Education	13,067.34
Personnel Standards Commission	11,585.53
Commission on Teacher Education and SCTA	30,182.29
Council and Committees	49,863.10
Field Service	86,305.20
Governmental Relations	31,314.09
Office Supplies and Services	47,574.86
Placement Service	29,794.96
Publications	86,212.15
Public Relations	26,597.51
Research Services	42,931.43
Special Services	5,561.60
Non-Department	120,715.05
Building Operations	39,508.87
Total Expenses	715,530.78
Excess of Income Over Expenses	\$ 638,174.22

BUILDING FUND STATEMENT OF INCOME AND EXPENSES JANUARY 1, 1960 TO JUNE 30, 1960

Income	
1960 Membership Dues (Represents \$1.00 of regular membership dues allocated to the Building Fund)	\$106,881.00
Prior year memberships	17.00
Total Income	\$106,898.00
Expenses	
Interest on loans	39,036.95
Dues—Life Memberships	318.00
Total Expenses	39,354.95
Net Income Before Depreciation	67,543.05
Depreciation on Building	20,173.95
Net Income to Surplus	\$ 47,369.10

CTA Journal, December 1960

(Continued from page 25)

lists California projects in Beverly Hills, Oakland, Palo Alto, Sacramento and San Francisco. The Palo Alto study is a pilot study on guidance in secondary schools, aimed at meeting recommendations in the Conant report. Single copies 25c, quantity discounts available.

World Affairs and the UN

September issue of *Intercom* (information service of the Foreign Policy Association, World Affairs Center) presents a compilation of representative resources for planning world affairs programs. Included are listings of study guides, kits, bibliographies, sources for a/v aids, and so on. Subscription rates start at \$5 a year, with new subscribers to *Intercom* being offered a free copy of "U.S. Foreign Policy Goals: What Experts Propose," a 94-page pamphlet providing a summary of reports issued by nonpartisan research organizations during the past year for the Senate Committee on Foreign Relations. Order from World Affairs Center, 1st Ave. at 47th St., New York 17.

Teaching About the United Nations, 91-page booklet issued by HEW, reports on the 1956-1959 period. It covers Teacher Education and the UN, Programs and Patterns in Teaching about the UN, Teaching Materials for Elementary and Secondary Schools, and Out-of-School Educational Activities Related to the UN. Price, 45c, identify as OE-14038, Bulletin 1960 No. 18 when ordering from U.S. Govt. Printing Office.

From Columbia University Press comes UNESCO publication: *New Trends in Youth Organizations*, 63-page publication surveying and reassessing youth movements throughout the world. Materials used in the survey were publications dealing with problems of young people or youth organizations, and replies to a short questionnaire sent to 100 experts in charge of national or international organizations, and to educators and journalists familiar with youth problems. \$1.

Reprints of a *Saturday Evening Post* article on UNICEF, "A Better World for Children," may be obtained from that publication's Educational Department at no charge. There is a suggested limit of 50 copies to a teacher.

Foreign Languages

Teachers interested in a new method of instruction in this field will want to read *Suggestions for Teaching Foreign Languages by the Audio-Lingual Method*, a manual for teachers prepared by Gustav Mathieu and James S. Holton, under direction of Everett V. O'Rourke. California State Dept. of Education publication, Vol. XXIX, No. 7, July 1960.

U.S. Dept. of HEW issues *Modern Foreign Languages in the Elementary School, Teaching Techniques*, by Elizabeth Keesee, Specialist, Foreign Languages. Price 45c from Govt. Printing Office. Identify by title and as OE-27007, Bulletin 1960, No. 29, when ordering.

Additional HEW Publications

—*Promoting Programs of Supervisory Personnel Development*, OE-84007, Voc. Div. Bulletin 287, T&I Education Series No. 70. 20c.
—*Progress of Public Education in the U.S.A.* 1959-60, OE-11005. 30c. V.L.T.

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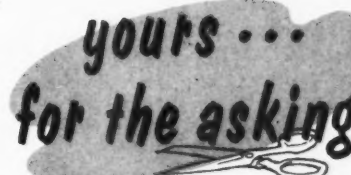
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This column offers many ideas you will not find elsewhere. Check it carefully for the material you may be able to use.

78. **Maupintour Travel Guide**—20 tours with 150 departure dates to Western Europe, Soviet Union, Middle East and Around the World. 56 pages well illustrated. (Maupintour)

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44. **Brochure on different kind of tour** through Europe and corner of Africa. Gives itinerary and costs for 20 countries in 70 days. (Europe Summer Tours)

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67. **Bulletin and application information** for University of Hawaii Tour. Summer Sessions plans and 22 social and sightseeing activities. (University Study Tours)

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*Due to restricted space, the listing of
photographs published in CTA Journal
during 1960 is not printed here as usual.
The addition will appear in the January
issue.*

Calendar

DECEMBER

- 9-10—State Council of Education, Los Angeles
- 10-11—CASSA District Council 12; Mineral
- 14—Legislative Steering Committee; Burlingame
- 15—Affiliates and Associates; Burlingame
- 17—CTA board of directors; Burlingame
- 17—Bay Section board of directors; Burlingame
- 17—Northern Section board of directors; Sacramento
- 23-26—CTA State offices closed for Christmas holiday

editorial postscript

TESTS and testing have demanded more attention from teachers than almost any other aspect of education. The educational research literature would be lean indeed without studies of evaluation, measurement, and the statistical abstracts which become the tools of the guidance worker.

Illustrating the validity which test scores establish in the public mind, a *Times*-sponsored "Russian-type examination" was held just before the NEA convention in Los Angeles last June to prove that American-educated boys and girls could do as well as their Soviet counterparts. The feature news story (released when the city was full of educators) was interesting but inconclusive. It provided no final answer to the critics and skeptics, the apologizers and defenders. But, unconsciously per-

haps, the test did illustrate the importance of skilled counselors, interpreters, and test administrators. The precision of common standards, the condition of students at the time of testing (and their psychological orientation for the test), the accuracy of scoring, and the interpretation of results are all factors which direct attention to the role of the fully prepared counselor.

A big news story last month was the nationally-recognized College Entrance Examination Board announcement of a plan developed by its Commission on English. The commission found that although American students are constantly exposed to English courses, many reach college "unable to express themselves clearly." It suggested insistence on vocabulary, spelling, sentence structure, and punctuation—and at least 350 to 500 words of composition each week. Recognizing the burden thus imposed on teachers, it added: "No teacher of English should have more than 100 students or more than four classes."

The Board expects to sponsor special training sessions next summer for 60 outstanding high school and college teachers of English, who will then "re-train" 900 others in summer sessions at 20 campuses in 1962. This is only a beginning, of course.

The shameful growth of remedial English classes for college students is not an indictment of high school teachers but is due to a sloppy American indifference to precise and cultivated use of the mother tongue. When all Americans learn to love good literature and wish to express themselves lucidly and accurately, we might then hope for the obsolescence of the ubiquitous English A Examinations.

INSTRUCTIONAL TELEVISION, as successfully practiced at Anaheim, will be described by Superintendent Robert E. Shanks in our January issue as the *Journal* continues its exploration of "What's new in education?"

J.W.McK.

Teacher Talk



These quotes represent divergent views which might be heard in any faculty lounge —on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carlmont high school, Belmont.

"Sometimes I wonder what you counselors are really trying to accomplish. You handle program changes, which are simply clerical tasks. You confer with emotionally disturbed youngsters, who can only be helped by a therapist. And you counsel them about college, which is mighty close to pampering. Why don't you bring all the seniors together in one meeting and tell them what they ought to know about college planning and then leave it up to them and their parents to secure catalogs and applications and make their choice of college? Why take time to go through this business with each one of them individually?"

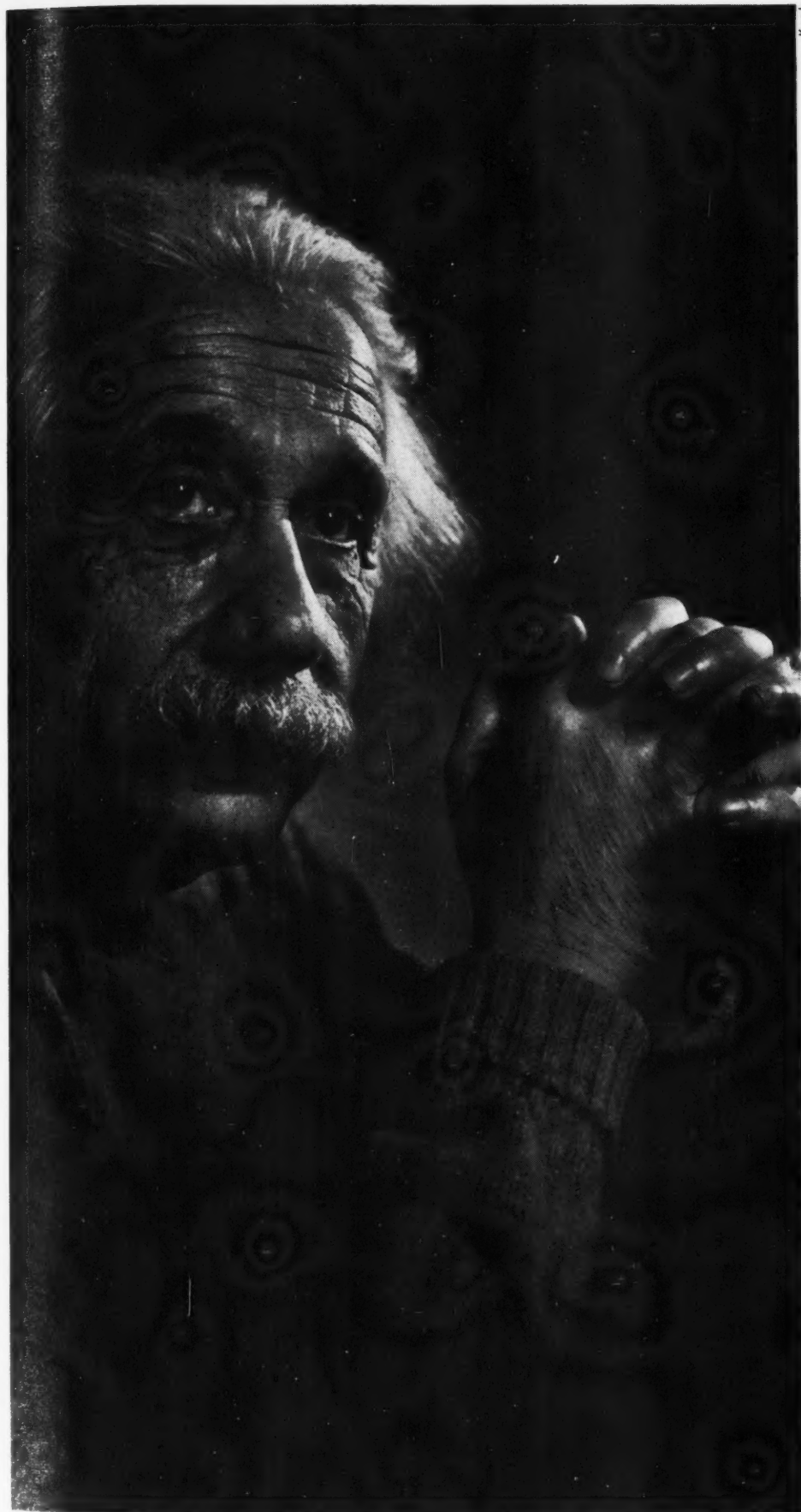
"Honestly, Joe, do you really do your counselees any good? Granted that without counseling many would flounder, they might learn as much by floundering as by counseling. How are these kids going to learn any self-reliance if we cheat them out of the experience of floundering? You counselors are constantly giving them direct answers, and this keeps them from growing up."

"Oh, I don't know that counselors are as harmful as all that, or even as useless. We are the artificial attempt to provide the personal link that used to exist between teacher and pupil. Artificial because we can't know our

counselees even as well as the classroom teacher knows them. We only see a typical student about a half hour per year. Not knowing him, we rely on standardized tests and norms instead of judging the individual response of each kid in terms of that kid's personality."

"Neither the teacher nor the counselor can know the student well enough to do a real job. This takes a lot of time. Unless we can have five times as much counseling time as we have now we should give up the whole business—give it back to the parents."

"Well, in spite of the ribbing you fellows give counselors, I want you to remember that some of the finest values in this program are the early identification of aptitudes and interests, the orientation of the able toward greater achievement, and the prevention of dangerous patterns leading to failure and dropout. These aims are worth while and, given sufficient time and facilities, a good counselor can make the task of the whole staff a lot simpler and more rewarding. It's my belief that the new state and federal emphasis in this field is an amply justified charge against the school's responsibility."



Korsh

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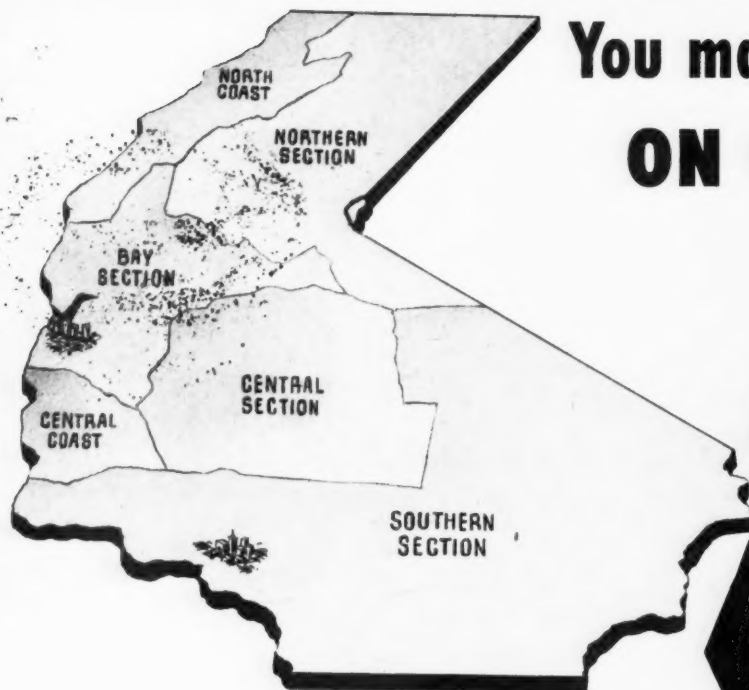
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